



# An Adult-Sized Guide to Child-Sized Environments



LICENSING



PROGRAM,  
ACTIVITIES AND  
ROUTINES

HUMAN  
RELATIONSHIPS



STAFFING,  
RATIOS, GROUP  
SIZE, AND  
TRAINING

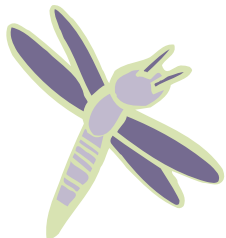
HEALTH AND  
NUTRITION

SAFETY AND  
ENVIRONMENTS

AGENCY  
PRACTICES  
REFERENCES

RECORDS,  
REPORTING AND  
POSTING

RESOURCES



## School-Age Care COMPANION GUIDE



Economic Services Administration  
Division of Child Care and  
Early Learning



Washington State  
Department of Social  
& Health Services

DSHS 22-311(x) Rev. 8/02



**Dear Child Care Professional,**

I am very pleased to present you with this School-Age Care Companion Guide.

As you are well aware, increasing numbers of young children are being cared for outside of their homes while their parents work or go to school. The availability of quality child care is critical to the well-being of children, families, communities and businesses.

You, as child care providers, are key to making sure that children thrive in child care settings.

This Companion Guide is intended to be used with the center guidebook, An Adult Sized-Guide to Child-Sized Environments. It addresses issues regarding programs exclusively serving school-age children.

The Companion Guide has many suggestions on how to operate a quality school-age child care program. Some you may already be aware of, some may be helpful new tips. The jobs you do are vitally important to the children and families of this state and I appreciate your commitment. I hope you will find this Companion Guide useful in operating your child care business.

*Sincerely*

A handwritten signature in black ink, reading "Lyle Quasim". The signature is fluid and cursive, with the first name "Lyle" being more prominent and the last name "Quasim" following in a similar style.

**Lyle Quasim  
Secretary  
Department of Social  
and Health Services**



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Most importantly, the school-age children enrolled in centers and homes in Washington State.



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# Table of Contents

## Introduction

How to Use the School-Age Care Companion Guide .....	11
How We Use Important Terms in the Companion Guide .....	11
Must vs. Should vs. Might .....	12
What's In the Companion Guide and What's Not .....	12
What is Quality in a School-Age Care Program? .....	13
The NSACA Standards for Quality School-Age Care .....	14
An Evolving Document Due to Many Changes in the Works .....	14

## Chapter 1

### Licensing

Who Needs a License? (WAC 388-151-020) .....	17
Distinguishing a Seasonal Day Camp from a School-Age Child Care Program ...	17
School-Age Care During the School Year, Seasonal Camp in the Summer? .....	17

## Chapter 2

### Program, Activities and Routines

<b>Program Mission and Philosophy .....</b>	<b>19</b>
Daily Schedule (WAC 388-151-110) .....	22
Why a Daily Schedule is Important .....	23
What Makes a Good Daily Routine .....	24
The Importance of Transitions .....	24
Planning Your Schedule .....	25
Sample Daily Schedule .....	25
Homework .....	29
<b>Off-Site Trips (Field Trips) (WAC 388-151-160) .....</b>	<b>35</b>
General Things To Remember .....	35
Consent .....	36
Transportation .....	37
Staff and Volunteer Training and Preparation .....	37
Equipment and Supplies .....	38
Safety .....	39
<b>Activity Program (WAC 388-151-100) .....</b>	<b>40</b>
The Importance of Activities .....	41
Behaviors of School-Age Children in Key Areas .....	46

---

## TABLE OF CONTENTS

Social Development at Different Ages and Stages .....	50
Activity Options and Ideas for School-Agers Ten and Up .....	53
Encouraging a Love of Reading .....	54
Select Books Based on Children’s Reading Skills and Interests .....	55
Providing a Variety of Activities .....	56
Skill-Building Activities .....	57
Movement Stations .....	58
Playing Cooperative Games .....	62
Try These Cooperative Games with Children Ages 5 to 7 .....	62
Try These Cooperative Games with Children Ages 8 and Up .....	63
You Can Adapt Familiar Games To Make Them Cooperative .....	64
Planning and Leading Creative Activities .....	64
Prop Boxes for School-Age Children .....	66
Some Suggestions for Activities for Cultural Enrichment .....	68
<b>Learning and Play Materials (WAC 388-151-110) .....</b>	<b>70</b>
How Appropriate Materials Can Support Positive Child Development .....	71
Safety is the First Thing To Consider .....	71
Some Materials are More Suited to Different Age Groups .....	71
Expanding the Universe of Play for Younger Children (age 6-8) .....	72
Expanding the Universe of Play for Older Children (age 9-12) .....	74
Providing Culturally Relevant, Anti-Bias Materials .....	76

## Chapter 3

### Human Relationships

<b>Staff-Child Interactions (WAC 388-151-120) .....</b>	<b>79</b>
What it Means to be “Nurturing, Respectful, Supportive, and Responsive” .....	79
Encouraging Children to Express Their Ideas, Experiences, and Feelings .....	80
Encouraging Self-Esteem, Independence, and Creativity .....	80
Treating All Children Respectfully and Individually .....	85
<b>Responding to Individual Needs .....</b>	<b>86</b>
Each Child is Unique .....	86
Factors Affecting a Child’s Temperament .....	87
Developing a Positive and Supportive Relationship with Each Child .....	87
Development of Racial/Cultural Awareness; How Prejudice is Formed .....	88
Teaching Children to Resist Bias .....	90
Special Populations/Including Children with Disabilities .....	91
The Americans With Disabilities Act .....	91
“Public Accommodations” Requirements of the ADA .....	93

---

## TABLE OF CONTENTS

Attention Deficit Disorder .....	95
Increasing Your Awareness and Acceptance of Children with Disabilities .....	98
<b>Positive Interactions Among Children .....</b>	<b>99</b>
Helping Children Make Friends .....	101
Using Anti-Bias Curriculum to Encourage Positive Interactions Among Children .....	103
Building a Sense of Community .....	104
Involvement in the Larger Community .....	104
<b>Encouraging Children To Make Choices and Become More Responsible .....</b>	<b>105</b>
Contributing to the Larger Community .....	106
Service Learning .....	107
<b>Staff Interact with Children To Help Them Learn .....</b>	<b>108</b>
Multiple Intelligences .....	110
The Learning Cycle .....	110
Solving Problems .....	112
<b>Behavior Management and Discipline .....</b>	<b>113</b>
Children Need Adult Guidance .....	113
Discipline and Punishment are Very Different .....	114
Positive Steps in Conflict Resolution .....	114
Knowing the Limits of Your Expertise: When To Seek Help .....	118
The Center's Discipline Policy .....	118
<b>Positive Interactions Between Staff and Families (WAC 388-151-170) .....</b>	<b>119</b>
School-Age Care Staff and Parents as a Team .....	121
Reaching Out to Families .....	121
Providing Support to Families Under Stress .....	123
<b>Staff Work Well Together to Meet the Needs of Children .....</b>	<b>124</b>

## Chapter 4

### Staffing, Ratios, Group Sizes, and Training

<b>Staff Pattern and Qualifications (WAC 388-151-180) .....</b>	<b>127</b>
<b>Group Size and Staff-Child Ratios (WAC 388-151-190) .....</b>	<b>128</b>
Back-Up Staff When Only One Person is On Site .....	129
Variations to Group Size Limitations .....	129
Gaining Extra Staff To Reduce the Child/Staff Ratio .....	130
<b>Staff Development and Training (WAC 388-151-200) .....</b>	<b>130</b>
School-Age Care Staff Provide Professional Services .....	134
Professional Standards for School-Age Care Programs .....	135

## Chapter 5

### Health and Nutrition

Helping School-Age Children Make Good Eating Choices and Develop Healthy Eating Habits .....	138
-------------------------------------------------------------------------------------------------	-----

## Chapter 6

### Safety and Environment

<b>General Safety, Maintenance, and Site (WAC 388-151-120) .....</b>	<b>141</b>
Keeping School-Age Children Safe .....	142
Using a Safety Checklist .....	142
<b>Outdoor Play Area (WAC 388-151-320) .....</b>	<b>146</b>
Outdoor Interest Areas .....	148
Walking Safely to Outdoor Activities .....	149
Fall Zones Around Outdoor Play Equipment .....	150
<b>Indoor Space (WAC 388-151-330) .....</b>	<b>150</b>
Establishing Interest Areas .....	152
Creating a Culturally Relevant Anti-Bias Environment .....	156
The “Clubhouse Principle” for Children Age 10 and Up .....	157
Creating an Environment in Shared Space .....	157
Equipment, Furniture, and Supplies for Shared Space .....	158
<b>Toilets and Handwashing Sinks (WAC 388-151-340) .....</b>	<b>161</b>
Encouraging Handwashing .....	162

## Chapter 7

### Agency Practices

Child Abuse, Neglect, and Exploitation (WAC 388-151-420) .....	163
Responding to a Child’s Disclosure of Abuse or Neglect .....	164

## Chapter 8

### Records, Reporting, and Posting

Posting Requirements (WAC 388-151-500) .....	167
----------------------------------------------	-----

## Chapter 9

### Resources

Resource List Prepared by: Washington School-Age Care Alliance .....	170
Resources for Service Learning .....	171
Resources Related to the Americans with Disabilities Act .....	171
Resources Related to Use of the Internet .....	172

<b>Works Sited .....</b>	<b>173</b>
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## Chapter 10

Index .....	177
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# Introduction

In this introduction, we give information that will help you understand and use the School-Age Care Companion Guide. Please review it carefully before reading or using other portions of the Companion Guide.

## How to Use the School-Age Care Companion Guide

The School-Age Care Companion Guide is intended to be used along with An Adult Sized Guide to Child-Sized Environments, the Child Care Center Licensing Guidebook (the “Guidebook”). The Guidebook contains the basic body of knowledge you will use to operate your center. The Companion Guide provides additional help and ideas, but does not replace the Guidebook.

To learn about any topic related to school-age care, you should *first look in the Guidebook*. The Guidebook provides a great deal of information relevant to school-age children. It is also the comprehensive reference for operating a child care center.

### If you want information about

- How rules are applied to centers serving only school-age children or
- Suggestions or ideas on how to implement a rule when working with school-age children, you should *then look in the Companion Guide for additional information*.

If there appear to be inconsistencies, call your licensor.

## How We Use Important Terms in the Companion Guide

The Companion Guide follows the style of the Guidebook and uses the same definitions. A few of the most important tips on style are repeated here to help you interpret what you will find in the Companion Guide.

### Licensee; Provider; You

WAC usually refers to the licensee. The Guidebook and Companion Guide more frequently use the terms “provider” or “you.” Similarly, the Guidebook and Companion Guide often use the term “provider” or “caregiver” to refer to the center staff who are actually providing care.

### Licensor; DSHS; DCCEL; We

We use these terms interchangeably in the Guidebook and Companion Guide. They all mean the same thing. They refer to the Washington State Department of Social and Health Services (DSHS) Division of Child Care and Early Learning and its center licensors. (See page 2 of the Guidebook for further definition.)

### **Must vs. Should vs. Might**

The Guidebook and Companion Guide are interpretative, not regulatory. We have tried to choose our words carefully to give clear guidance about what actions are required and which are suggestions for you.

Some of the points we make in the Guidebook and Companion Guide repeat Washington Administrative Code requirements. These items are often accompanied by the words “must,” “have to,” or “are required to.” In a list, we show required actions with a star (\*).

Most other points we make in the Guidebook and the Companion Guide are best practice suggestions. These are not requirements. We note the important contributions of these practices to program quality by using the term “should.”

Finally, many of the points in the Guidebook and the Companion Guide offer:

- Policies and procedures some centers have found useful.
- Alternative ways to meet a requirement.

Since these suggestions are optional, we use words like “might,” “could,” “might consider,” or “may want to.” Sometimes the Guidebook and the Companion Guide use a round bullet in lists to show items that are suggested rather than required. Sometimes we set off suggestions from the main text in their own “suggestion box.” Suggestions can be found by the symbol indicated below.



### **Parent**

Parent means the child’s primary custodian away from the center. A “parent” may be single, married, unmarried, male, female, stepparent, grandparent, foster parent, or guardian.

### **What’s In the Companion Guide and What’s Not**

The Companion Guide addresses specific issues regarding programs exclusively serving school-age children (a child age 5 through 12 enrolled in kindergarten or an

elementary school). It focuses on topics where the regulations for school-age care are substantially different than those for serving younger children. It also covers topics about which school-age care providers said they wanted more information.

The Companion Guide does not cover every topic of interest or concern to school-age care providers. In many cases, all or most of the needed guidance is contained in the Guidebook. In other instances, there may be little or no information available that helps explain or shows how to implement a rule in relation to school-age children. In yet other cases, a topic has not yet been identified as one needing supplemental information to address serving school-age children.

The field of school-age care is relatively new – compared to childcare for infants, toddlers, and preschoolers – and the body of literature to guide you in this work is still being developed and evolving. As the field grows, this Companion Guide will be refined, updated and expanded.

## **What is Quality in a School-Age Care Program?**

Quality in a school-age care program is more than just meeting regulations. It is about providing positive environments in which children can learn, be safe and have fun. A number of studies now show that children who attend good school-age care programs learn more, do better socially, and have fewer problems in school.

This Companion Guide gives you lots of practical suggestions on how to achieve quality in your program. In using the Guidebook and this Companion Guide, it may be helpful to keep in mind a succinct description of the most important attributes of a quality school-age care program. The National Institute on Out-of-School Time (formerly the SACC Project) at the Center for Research on Women at Wellesley College has created a brief list, which is set forth below. You will see the themes from that list featured throughout the Companion Guide.

### **What is Quality?<sup>1</sup>**

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#### **When you care about the quality of your program:**

- **You look for staff who will build warm relationships with children.**
- **You look for staff who can help children learn to make good choices and solve problems.**
- **You encourage staff to work well with each other.**
- **You provide training for staff on topics that affect their work.**
- **You place a high priority on welcoming families as partners in their child's growth and in the program's development.**
- **You create indoor space that is cozy and comfortable. The space works well for different children's needs.**

<sup>1</sup> "What is Quality?" [National Institute on Out-of-School Time](#), Center for Research on Women, Wellesley College.

- **You provide outdoor space that allows children to be independent and creative.**
- **You meet responsibilities for the safety, health and a of the children in your program.**
- **You provide activity choices for children which reflect their interests and needs. The activities reflect children's cultural backgrounds, developmental levels, family structure, and personalities.**

**In short, you provide a safe environment for children to learn, relax, thrive, and have fun!**

### **The NSACA Standards for Quality School-Age Care**

In early 1998, the National School-Age Care Alliance published The NSACA Standards for Quality School-Age Care. The Standards are designed to describe the best practices in out-of-school programs for children and youth between the ages of five and fourteen. They are intended for use in group settings where the children participate on a regular basis and where the goal of the program is to support and enhance the overall development of the child.<sup>2</sup> (You can obtain the Standards by contacting NSACA by telephone at (617) 298-5012, by fax at (617) 298-5022, by e-mail at Staff@nsaca.org or on the web at <http://www.nsaca.org>.)

The Standards were developed as part of a National System of Program Improvement and Accreditation after many years of research and field testing. NSACA is a representative professional membership organization, so the Standards are based on the views and wisdom of people doing this work. The Standards were made possible by a collaboration with the National Institute on Out-of-School Time.

Providers can use the standards to assess their own programs, figure out what improvements they want to make, and seek accreditation if they choose. This gives school-age care providers an accreditation system that addresses the unique characteristics of school-age care.

The Standards provide a valuable resource for suggestions on how to meet WAC requirements and for capturing best practices in working with school-age children. Relevant Standards will be featured at the beginning of each section in the Companion Guide. The Standards are direct quotes and will be set off by a screened box.

### **An Evolving Document Due to Many Changes in the Works**

This Companion Guide is being prepared at a time when you will be hearing about and seeing many changes in rules for centers and providers. It may take a long time for

<sup>2</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 1.

some of those changes to be fully sorted out and implemented. In the meantime, you will have the Companion Guide as a resource for your program.

A number of changes to the WAC requirements related to school-age care are currently under consideration by the Division of Child Care and Early Learning. In addition, the Washington State Department of Health is preparing revisions to WACs that specifically address health-related rules.

In 1997, the State Legislature added funding and provisions to its budget bill for scholarships and the development of a training system for those who care for children. The Legislature directed the Department of Social and Health Services to adopt rules to require annual training for caregivers of children. DSHS is working with providers, professional organizations, and education and training resources to establish a system for career growth for those who work with children, and to improve the education and care provided to children.

The career system (named Washington STARS, for Statewide Training and Registry System) includes requirements for initial and annual training. It will also establish an approval process for training courses, track and integrate professional growth efforts of providers through a computer registry system, and issue scholarships. The Division of Child Care and Early Learning will begin to implement Washington STARS in January 1999. Lead staff in school-age programs will complete a 20-hour training based on the Guidebook and this Companion Guide by December 1999.

This is an evolving, developing, exciting time for the field of school-age care. As we grow and our knowledge expands, changes may occur. Your licensor will keep you updated.



## Who Needs a License

### Chapter 1

*Who Needs a License?*  
(WAC 388-151-020)

*Distinguishing a Seasonal Day  
Camp from a School-Age  
Child Care Program*

*School-Age Care During the  
School Year/Seasonal Camp  
in the Summer?*

### *Who Needs a License? WAC 388-151-020*

Note: The material in this section supplements and expands upon the information on “Who Needs a License?” on page 6 of the Guidebook.

### **Distinguishing a Seasonal Day Camp from a School-Age Child Care Program<sup>3</sup>**

A seasonal day camp is not required to be licensed. To be classified as a “camp,” it must:

- Offer activities primarily in an outdoor, natural setting;
- Offer activities that are recreational or instructional; and
- Be less than three months in length.

A natural setting means a camp site, park, or undeveloped area.

These definitions are based on the definition of “camping” used by the American Camping Association, the definition of “camp” from child care licensing standards in other states, and an opinion from the Attorney General of Washington.

### **School-Age Care During the School Year, Seasonal Camp in the Summer?<sup>4</sup>**

An organization that operates a school-age child care program during the year may operate an exempt seasonal day camp during the summer months.

The summer program must meet the definition of a camp described above. A before- and after-school program that plans to operate in the summer in its same setting, or in another setting which is not an “outdoor, natural setting” would not qualify as a seasonal camp.

If you have questions about whether you require a license, contact your local DCCEL office.

<sup>3</sup> Washington State Department of Social & Health Services, Guide For School-Age Child Care Requirements, pp. 3-4.

<sup>4</sup> Ibid., pp. 3-4.



# Chapter 2

## Program, Activities and Routines

### Chapter 2

### *Program Mission and Philosophy*<sup>5</sup>

*Program Mission and Philosophy*

*Daily Schedule*  
(WAC 388-151-100)

*Off-Site Trips (Field Trips)*  
(WAC 388-151-160)

*Transportation*  
(WAC 388-151-165)

*Activity Program*  
(WAC 388-151-100)

*Learning and Play Materials*  
(WAC 388-151-110)

A program's mission is based on its philosophy. Often, a set of goals and an action plan support the program's mission. The activities and materials in a program make it possible to put the mission into practice.

The charts below show examples of how a program's activities are directly related to its mission. This list is only a starting point, and was created by the National School-Age Care Alliance during development of its new Standards. Because NSACA believes that all missions have equal importance, the examples are listed in random order.

Mission	Activities
To support multicultural appreciation	<p>The program includes diverse cultures in offering:</p> <ul style="list-style-type: none"><li>• Books and storytelling</li><li>• Music and dance</li><li>• Snacks and cooking</li><li>• Sports and games</li><li>• Language and communication</li><li>• Speakers and guests</li><li>• Field trips</li><li>• Presentations</li><li>• Special events</li></ul>
To promote the arts (visual and performing)	<p>The program arranges for:</p> <ul style="list-style-type: none"><li>• Field trips to museums and artists' studios</li><li>• Visits to dance and music rehearsals</li><li>• Attendance at local events</li><li>• Visiting artists</li><li>• Artists-in-residence</li></ul> <p>The program helps children and youth:</p> <ul style="list-style-type: none"><li>• Write and present puppet shows, plays, talent shows, etc.</li><li>• Keep journals and records</li><li>• Share their talents with one another</li><li>• Perform for parents, younger children, nursing homes, etc.</li></ul>

<sup>5</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, pp. 92-95.

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## PROGRAM, ACTIVITIES AND ROUTINES

### Mission

To support success in school;  
To promote literacy; or  
To promote English language development

### Activities

The program helps children succeed with:

- Hands-on activities that involve all of the senses (touching, smelling, tasting, looking, and listening)
- Props, gestures, and drawings to clarify meaning
- Open-ended activities around a particular theme so children can explore and learn at their own pace
- A buddy system to pair a child with strong skills with a child whose abilities need developing

Staff at the program help children by:

- Praising their efforts, even when the pronunciation or grammar isn't quite right
- Setting the context for activities that rely heavily on listening and speaking skills by surrounding them with positive examples (conversation, songs, stories, chants, plays, games, etc.)
- Reducing the anxiety level by being accepting and uncritical
- Encouraging active participation in a non-threatening environment

The program encourages children to complete their homework. It provides:

- Quiet study areas
- Staff assistance
- Cooperative learning
- Peer tutoring
- Remedial and practice sessions
- Writing workshop (e.g., bookmaking, letter writing, word processing)
- Resources and materials for homework and projects (e.g., books, magazines, library access)
- Spelling/geography bees and games
- Direct links to teachers and schools
- Math manipulatives and challenges

**STAFF AT THE  
PROGRAM HELP  
CHILDREN BY  
SURROUNDING THEM  
WITH POSITIVE  
EXAMPLES  
(CONVERSATION,  
SONGS, STORIES,  
CHANTS, PLAYS,  
GAMES, ETC.)**

**Mission**

To promote community involvement

**Activities**

The program helps youth attend group meetings in the community:

- 4-H groups
- Campfire Girls and Boys
- Scouts
- Junior Achievement

The program sponsors Service Learning projects:

- Planting trees and gardens
- Recycling
- Volunteering at hospitals and nursing homes
- Organizing food/clothing drives
- Fund raising for worthy causes

The program invites visitors:

- Rescue-squad members
- Nurses
- Public health workers
- Veterinarians
- Firefighters
- Police officers

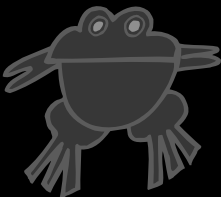
The program visits local points of interest:

- Hospitals
- Libraries
- Businesses
- Senior centers
- Nursing homes
- Recycling facilities

The program invites local citizens:

- Seniors
- People with developmental or physical disabilities
- Experts on travel, cooking, gardening, etc.
- Community "heroes" – coaches, musicians, chefs, teachers, historians, artists, etc.

**THE PROGRAM  
INVITES LOCAL  
CITIZENS,  
MUSICIANS, CHEFS,  
TEACHERS,  
HISTORIANS,  
ARTISTS, ETC.**



---

## PROGRAM, ACTIVITIES AND ROUTINES

Mission	Activities
	<p>The program helps children engage in:</p> <ul style="list-style-type: none"><li>• School projects</li><li>• Tutoring younger children</li><li>• Painting a school mural</li><li>• Playground cleanup</li><li>• Helping teachers with bulletin boards, etc.</li></ul>
To promote recreational, leisure activities	<p>The program introduces children to a wide variety of hobbies:</p> <ul style="list-style-type: none"><li>• Arts and crafts</li><li>• Cooking</li><li>• Music and dance</li><li>• Collecting</li><li>• Puzzles and games</li><li>• Travel</li><li>• Plants and animals</li></ul> <p>The program includes a wide variety of sports activities:</p> <ul style="list-style-type: none"><li>• Team games</li><li>• Aerobic activities</li><li>• Exercise and fitness</li><li>• Skill practice</li><li>• Cooperative games</li></ul>

### *Daily Schedule WAC 388-151-100*

Note: The material in this section supplements and expands upon the information on Daily Schedule on pages 32-40 of the Guidebook.

#### **Relevant NSACA Standard<sup>6</sup>**

**Key 12: The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.**

The Standards in the chart below will be shown in **bold** type and the Examples will be shown in *italic* type.

**The routine provides stability without being rigid.**

*Children seem to know the daily routine and to follow it without many reminders. Staff and children work together to define rules that make sense to all.*

<sup>6</sup> Ibid., p. 28.

**Children meet their physical needs in a relaxed way.**

*Children can get drinks and go to the bathroom without waiting for the group.  
Children can have a snack as an activity choice instead of eating together as a large group.*

**Individual children move smoothly from one activity to another, usually at their own pace.**

*When children arrive at the program, they are given time to adjust.  
Children need not wait a long time for an activity to start.  
They are not rushed to finish an activity.  
Children rarely move in a large group or in a line.*

**When it is necessary for children to move as a group, the transition is smooth.**

*Staff clearly explain how the transition will happen.  
There is appropriate supervision during the transition to ensure that it will occur safely.  
Children are not forced to wait for a long time in silence.*

**Why a daily schedule is important**

Routines are important to children because they provide a kind, safe and secure structure that helps children learn activities and manage their day. They can learn to feel independent and comfortable with their own limits and trust that they will be treated fairly by those around them. Routines<sup>7</sup> and schedules free children to meet their intellectual, social and physical needs.

A daily schedule also has clear advantages for you, your program and your employees. It defines the events that happen each day, helping to guide the flow of activities, their order and duration. There is no one ideal schedule that works for all children and staff, however. Each program needs a schedule that reflects its unique circumstances. For example, if your program offers breakfast before school, breakfast needs to be served early enough for children to eat, clean up and get ready for school.

It's also important to allow for flexibility. A planned crafts activity, for example, could be postponed if children are eager to go sledding before the snow melts. In addition, the schedule should provide a balance between structure and free choice. While children gain a sense of security from routine and schedule, many also spend their days in structured settings and it is important to give them opportunities to make choices.<sup>8</sup>

**EACH PROGRAM  
NEEDS A SCHEDULE  
THAT REFLECTS ITS  
UNIQUE  
CIRCUMSTANCES.**



<sup>7</sup> Washington State Department of Social & Health Services, *The Child Care Center Licensing Guidebook*, 1996, pp. 21-22.

<sup>8</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, p. 210.

### What makes a good daily routine?<sup>9</sup>

Routines are the daily events that must take place, such as:

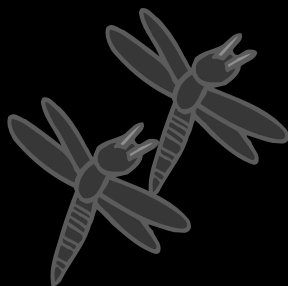
- arriving and leaving,
- eating,
- resting (after kindergarten),
- toileting,
- dressing and undressing to go outdoors (in cool weather), and
- cleaning up.

Some routines involve groups of children — everyone cleans up before school. Others are performed on an individual basis — eating, resting or relaxing, using the bathroom, washing hands. Your program should be structured so that children can take care of their personal routines according to their own schedules and with little or no adult assistance.

### The importance of transitions<sup>10</sup>

The period of time between one activity and the next is called a transition. Transitions take place when a busload of children arrives from school, a group gets ready to go bowling, or children clean up activities and interest areas at the end of the day. If children have nothing to do but wait during a transition, they can become restless. They might act in ways you don't like, such as wrestling with each other or running around. They might get bored or excited. Some children don't like having to change from one activity to another and they resist making transitions. For all these reasons, it is important to plan how to make transitions go smoothly.

IT IS IMPORTANT TO  
PLAN HOW TO MAKE  
TRANSITIONS GO  
SMOOTHLY.



*Some suggestions for handling transitions:*

- *Ask children to walk quietly from one area to another on their own or in small groups. Having children stand in line to move from one place to another usually creates problems because they have a hard time not touching or bumping each other.*

<sup>9</sup> Ibid., pp. 212-13.

<sup>10</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, Caring for Children in School-Age Programs, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 213-14.

- *Lead songs, guessing games, and activities that need no props with children who are ready to go before the others. You could keep a laminated 3"x 5" index card in your pocket with a list of ideas for transition times, especially unexpected ones such as a bus breakdown during a field trip.*
- *Involve children in transition activities such as setting up for meals, collecting the trash, or washing paint brushes.*
- *Be flexible whenever possible. Allow children extra time to complete projects or activities when they are very interested and involved.*
- *Allow time for children to share their work before asking them to clean up.*
- *Establish a signal such as blinking lights, a special hand sign or a bell to let children know you need quiet or that it will be time to clean up in five minutes.*
- *Play a clapping game when you want to quiet children down so they can listen to you. For example, ask children to follow as you clap out different beats and rhythms.*
- *Ask older children to make up special songs and chants to sing with the younger ones.*

## **Planning your schedule**

An appropriate schedule for school-age programs might look like this:

## **Sample Daily Schedule**

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### **Before School**

#### **6:30-7:00 a.m. Arrival**

As children arrive, they participate in quiet activities (card games, puzzles, reading, listening to music with headphones, coloring, reviewing homework or resting if still tired) and prepare for breakfast.

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## PROGRAM, ACTIVITIES AND ROUTINES

<b>7:00-7:30</b> <b>Breakfast</b>	Children who eat before coming to the program continue quiet activities. As they finish breakfast, children move back to activities.
<b>7:30-8:10</b> <b>Interest areas and staff-led activity</b>	<p>Children participate in short term, quiet activities that do not require significant setup or cleanup or projects that can be saved if not completed (for example, an ongoing macramé project, cutting out pictures for a scrapbook collection).</p> <p>A staff member leads or oversees a low-key group game or activity (for example, charades, cooperative games, storytelling, mixing a batch of cookies for baking later in the day, morning stretching exercises).</p>
<b>8:10-8:25</b> <b>Cleanup</b>	Children help clean up the interest areas and gather belongings for school.
<b>8:25-8:30</b> <b>Leave for school (walk and/or ride school buses)</b>	Children are released to go to school—either as walkers or bus riders. One staff member and/or older child plays short guessing games, asks riddles, or leads songs while children wait for the buses.
<b>After Kindergarten – Early Afternoon</b>	
<b>Noon-12:30 p.m.</b> <b>Arrival and lunch</b>	Kindergarten children arrive from morning session, wash hands, and eat lunch with staff, family style.
<b>12:30-1:00</b> <b>Story time</b>	Group gathers for story time.
<b>1:00-2:00</b> <b>Quiet activity time</b>	Children participate in quiet activities or use a separate area to rest or nap.
<b>2:00-2:10</b> <b>Transition time</b>	Children pick up or get up from resting.

**2:10-2:40**  
**Interest areas and staff-led activity**

Interest areas are open. A staff member oversees a short-term art activity.

**2:40-3:00**  
**Group time**

Children and staff sing songs and share; prepare for the arrival of older children; and discuss activities planned for the rest of the day.

**After School**

**3:00-3:30 p.m.**  
**Arrival**

Children arrive on school buses. One staff member takes attendance by doing a visual check as children arrive (rather than trying to maintain quiet for calling the roll).

Children put away their belongings and play outside, eat a self-service snack, use the bathroom, or participate in quiet activities. Staff circulate and remind children to eat, use the bathroom, wash hands.

**3:30-3:50**  
**Group meeting time (daily, weekly, or as needed)**

Children meet with their primary staff member. In small programs, all ages may meet together “family-style.” In larger programs the different age groups may meet separately. The meeting might consist of one or more of the following:

- Describing plans for the day (activity options and special projects),
- Making announcements,
- Discussing directions/rules,
- Discussing or role-playing problems and solutions,
- Sharing exciting news,
- Inviting ideas for new projects and activities, and
- Making up a group song, game, or mascot.

**3:50-4:00**  
**Transition**

Children move to activities or interest areas.

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## PROGRAM, ACTIVITIES AND ROUTINES

**4:00-5:30**

**Activity choices**

Children select from the following:

- Indoor interest areas;
- Planned activities (such as a craft project or science experiment);
- Club meetings (indoors or outdoors);
- Community activities (such as scouts);
- Outdoor games, and/or interest areas;
- Homework; and
- Games and activities in gym or multipurpose room (after dark or in poor weather).

Duration of activities depends on children's interests and attention spans. Children can choose when to join and leave ongoing activities as long as they don't cause disruptions.

**5:30-5:45**

**Transition and clean up**

Indoor and outdoor activities are closed. Children clean up long-term and messy projects in progress in interest area. Children gather belongings and projects they want to take home.

**5:45-6:30**

**Indoor activity choices and parent pick-up**

The following areas are open:

- Science and nature area; (playing with pets or projects that need little or no clean-up);
- Quiet area;
- Board and table games area (short-term games and puzzles or those that can be stopped in progress and saved); and
- Large-group activity area (listening to music, conversations, charades, dramatic play activities requiring no props, and guessing games).

A staff member greets parents and helps them find their children.

You should release a child or allow them to be picked up by parents in accordance with the information you received when the child was enrolled.

If the parent who enrolled the child has sole custody, then the noncustodial parent cannot take the child without the custodial parent's permission. If the parents have joint custody, either parent can take the child, subject to the specific provisions of the custody order. If necessary, you can request a copy of any custody orders. You should consult your own attorney about situations in which you have any doubts about release of a child.

## **Homework**

### **SHOULD HOMEWORK BE PART OF YOUR PROGRAM?<sup>11</sup>**

You must give the parent your policy on homework in writing. Most school-age children receive homework assignments. In the early primary grades, homework may be minimal. However, by the time children reach the upper elementary grades, homework assignments can be quite lengthy and, for some children, difficult and frustrating. The decision to offer time and space to do homework at your program raises several issues related to the needs of children and families.

*Some school-age professionals believe that homework should not be a part of the daily schedule.* They think it is more important for children to have opportunities to engage in different kinds of activities than those they experience at school. Homework should be done at home, they feel, where parents can give children structure and support, keep track of progress, and congratulate them for their accomplishments.

*Other professionals believe providing time and space for doing homework at their program is a way to support children and families.* They believe in offering children a variety of choices — with homework being one of them.

**YOUR PROGRAM  
MIGHT BE ABLE TO  
OFFER THE  
STRUCTURE AND  
SUPPORT CHILDREN  
NEED TO DO THEIR  
HOMEWORK AND  
SUCCEED IN  
SCHOOL.**



When deciding if your program will include homework, consider the needs of the children and families you serve:

- Do children lack a quiet space at home for doing homework?
- Is there no one in the family who can provide encouragement and assistance if needed?
- Are families tired at the end of the day and is there little time after the completion of other daily chores for children to get help on assignments?
- Have families requested their children become involved in homework during the program?

Your program might be able to offer the structure and support children need to do their homework and succeed in school.

<sup>11</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 214-15.

**THE PURPOSE OF  
HOMEWORK IS TO  
HELP CHILDREN  
PRACTICE WHAT  
THEY'VE LEARNED IN  
SCHOOL, BE  
INTRODUCED TO NEW  
MATERIALS, AND  
APPLY THEIR SKILLS  
TO NEW SITUATIONS.**

### CONSIDERATIONS TO HELP DEVELOP HOMEWORK ASSISTANCE

The National Institute on Out-of-School Time (NIOS<sup>12</sup>) highlights four important considerations when programs are developing homework assistance:

1. The best homework policy reflects the opinions and needs of children, families, program staff and schools. Staff and parents can look at the research on homework, and the resources available, when designing policy.
2. Homework help and learning activities are especially important for children who are struggling in school or whose families are not able to help with homework.
3. Homework is only one way to support school success. Programs can also offer recreational reading, tutoring, and many other learning activities.
4. Children's academic needs must be balanced with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills.

The purpose of homework is help children practice what they have learned in school, be introduced to new materials, and apply their skills to new situations.

While homework can not only help with learning and skill building, it can also help children learn to solve problems, accept school as their responsibility, and learn to plan ahead. But homework can also make children tired and anxious if they spend too much time on it or if it interferes with other important activities such as making friends and learning sports, art or music. Without adequate support to finish homework, some children may fall further behind in school.

Here are some questions to consider when you begin to discuss what your program's policy about homework will be:

- Will we just offer the time and place to do homework or will we offer homework help?
- Who will offer it (program staff, teachers from school, volunteers, tutors, etc.?)
- What training and supervision will they need?
- How much time should be set aside for homework? Should children have to complete their homework?
- Where can we locate a homework corner?
- What resources are needed?
- How can good communication be maintained between families, schools, and providers if homework is to be done in the program?
- How will you follow up to be sure this homework policy is working?

Finally, when deciding if your program should provide homework help, it will be important to think about the needs and opinions of everyone involved including children, program and school staff, and families.

<sup>12</sup> Susan O Connor and Kate McGuire, Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance , National Institute on Out-of-School Time, Center for Research on Women, Wellesley College, 1998, pp. 3-7.

### GENERAL IDEAS FOR ESTABLISHING HOMEWORK ASSISTANCE

When setting up homework assistance in your program, you will want to think about good timing in the child's day for focusing on this activity. Some parents will want their children to do their homework as soon as they arrive at the program and do nothing else until it's done, thinking this will assure their children will do well in school. But some children actually do a better job on their homework after they have had a chance to play actively or take a break. Perhaps you can have a discussion and develop a plan which will work for the program, the family and the child.

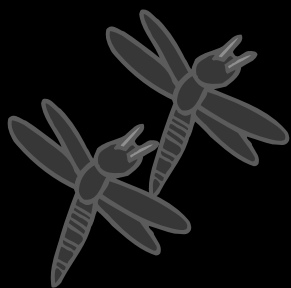


*Some suggestions for providing homework assistance:*<sup>13</sup>

- *Establish a place in the environment for doing homework. In many programs, the quiet area includes the space and materials children need to work on their assignments. Like any workplace, the area should be well lit and well stocked.*
- *Keep in mind that children have different learning styles. Some learn best through reading, some by listening, some need to be shown how to do something, some need hands-on experiences, and most need a combination of approaches.*
- *Encourage children to take a break every 15 or 30 minutes. Taking a break relieves stress and helps them do their best work.*
- *Respect children's individual approaches to doing homework.*
- *Maintain a positive attitude. This lets children know that you think it is important for them to do their homework, and do it well. Try to emphasize quality over speed. Encourage children to take as much time as they need to do their best.*
- *Remember that homework is a child's responsibility. It is an opportunity for the child to practice and reinforce lessons learned in school and it gives teachers information about the child's skill level. Teachers need to know if an assignment is too simple, too difficult, or just right.*

<sup>13</sup> Susan O Connor and Kate McGuire, Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance, National Institute on Out-of-School Time, Center for Research on Women, Wellesley College, 1998, pp. 8-11.

### OFFER SUPPORT THAT REINFORCES CHILDREN'S LEARNING.



- *Resist the temptation to give the correct answer when a child asks for help. First, ask lots of questions and encourage the child to try again: “Can you show me how to set up the problem?” “I think the answer is in the first paragraph. Try reading it again.” “Let’s do a similar problem together. Then you can try that one again.” If the child continues to struggle with the assignment, suggest putting it aside for a while and going on to another one.*

- *Tell children if you don’t know the answer or have no idea how to help. Suggest asking another child for help or asking the teacher at school. Share your observations with the child’s parents so they can go over the assignment later and perhaps notify the teacher that their child is having difficulty.*

- *Offer support that reinforces children’s learning. You might quiz a child studying for a test, listen to an oral presentation, read an essay, or discuss a book the child is reading.*

- *Suggest study tips that help children do their best. For example, introduce the “COPS” method for checking a paper. The child checks the paper four separate times: for Capitalization, Organization, Punctuation, and Spelling. Focusing on a separate item each time helps children catch their own mistakes. You can also show children how to make flash cards to study math facts or vocabulary words.*

- *Encourage children to apply their thinking and arithmetic skills as they play board games; writing skills when they make up plays and stories; and reading skills when they read a magazine to catch up on the activities of a favorite sports star.*

## SPECIFIC MODELS MAY HELP WHEN PROMOTING HOMEWORK ASSISTANCE

In order to accommodate the needs and learning styles of different families and children, you may want to consider adopting specific homework assistance models. Here are four models developed by the National Institute on Out-of-School Time:<sup>14</sup>

### 1. Homework as One Activity Choice

Some programs create a homework space. Each day children decide if they want to go to the homework space or not. They also decide when to go to the homework space.

<sup>14</sup> Susan O Connor and Kate McGuire, Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance, National Institute on Out-of-School Time, Center for Research on Women, Wellesley College, 1998, pp. 13-14.

*Advantages*

- Gives children the chance to make thoughtful decisions about homework.
- Lets children relax or blow off steam when they need to.

*Disadvantages*

- Homework may not get done.
- Children who have problems with homework may not do it.

**2. Homework as a Contracted Activity**

Children, families and programs enter into a contract about homework. The contract says how much homework a child will do, and when they will do it.

*Advantages*

- Allows children and families to work out decisions about homework together.
- Both staff and children know what the child is expected to do.

*Disadvantages*

- Adds a layer of paperwork.
- Parents may pressure children to sign a contract that the children do not agree with.

**3. Homework as Part of the Daily Schedule for Every Child**

A mandatory homework time is set for every day.

*Advantages*

- Provides quiet time for programs with limited space.
- Offers structured homework time for children who are easily distracted.

*Disadvantages*

- Children have no choice. There is no flexibility to meet their different needs and moods.
- Children who do not have homework may have nothing to do or be given worksheets that are too hard or too easy.
- Young children may be expected to spend as much time on homework as older children.

**4. Homework Help that Includes Tutoring, Mentoring or Learning Activities**

*Advantages*

- Builds academic skills. This is especially important for children who are struggling in school.
- Provides positive role models and relationships.
- Offers one-on-one help to meet the different needs of each child.

*Disadvantages*

- Reduces time for children to relax or blow off steam.
- Leaves less time for children to build relationships with other children.
- Decreases time for social, creative and physical activities.

**HOMEWORK IS  
IMPORTANT BUT  
CHILDREN ALSO  
NEED TIME TO  
RELAX, HAVE FUN,  
DEVELOP A STRONG  
SENSE OF  
THEMSELVES AND  
BUILD  
RELATIONSHIPS WITH  
OTHERS, EXPLORE  
THEIR WORLD AND  
PRACTICE WHAT  
THEY'VE LEARNED.**

### WHEN CHILDREN SEEM TO BE STRUGGLING WITH HOMEWORK

Homework is important but children also need time to relax, have fun, develop a strong sense of themselves and build relationships with others, explore their world and practice what they have learned.

If you see a child struggling with homework on a regular basis, the child may be having an academic problem such as:

- The child may be behind in school.
- The homework may be too hard.
- The child may need extra help in a subject.
- The child may have a learning disability.

### TIPS FOR HELPING CHILDREN WITH LEARNING DISABILITIES<sup>15</sup>

Children with learning disabilities may require additional homework assistance. Bad experiences with homework can develop frustrations and negative attitudes towards schooling.



*Some suggestions for structuring and helping children with learning disabilities do their homework:*

- *Focus on short assignments.*
- *Practice skills already learned in class.*
- *Provide additional structure as may be needed.*
- *Be aware of the most helpful type of environment for an individual child.*
- *Check on their progress regularly.*
- *Review their completed work.*
- *Provide immediate rewards for their successes.*
- *Remain in close contact with the child's school and family.*

It is important for school-age care providers to talk with parents and school staff about the difficulties a child may be having to determine what the difficulties are, such as inappropriate homework or needing extra assistance with an assignment, so a plan of action can be developed.

<sup>15</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, Caring for Children in School-Age Programs, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 211-12.

## Off-Site Trips WAC 388-151-160

Note: The material in this section supplements and expands upon the information on Off-Site Trips on pages 76-80 of the Guidebook.

### Field Trips<sup>16</sup>

Information, suggestions, and materials for indoor and outdoor program activities are found elsewhere in this Companion Guide. This section will deal with things you need to consider when planning activities that take place away from your facility — such as walks in the neighborhood, picnics in area parks, or field trips to local attractions.

You should consider ahead of time what sort of policies you need in place to guide you and your staff when field trips are planned. Some of the important points to note in your policy include:

- What parents and children need to know when trips are planned.
- How to ensure staff will be adequately trained and prepared to handle field trips.
- Procedures for taking field trips are clear to everyone.
- Transportation, equipment and supplies are safe, reliable and complete.
- Everyone is clear about what information and rules apply to children on a field trip.

### GENERAL THINGS TO REMEMBER

**YOU SHOULD  
CONSIDER AHEAD OF  
TIME WHAT SORT OF  
POLICIES YOU NEED  
IN PLACE TO GUIDE  
YOU AND YOUR  
STAFF WHEN FIELD  
TRIPS ARE PLANNED.**



*Some suggestions for details to think about when planning field trips:*

- *Is the trip you are planning appropriate for the age group?*
- *Can you provide adequate supervision to the children while on the field trip?*
- *Will you need additional staff?*
- *Is there staff with current first aid/CPR training?*
- *Have you thoroughly checked out in advance the place you*

<sup>16</sup> Washington State Department of Social & Health Services, Field Trip/Transportation Policy. 1997; Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 67-70.

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## PROGRAM, ACTIVITIES AND ROUTINES

*wish to visit? How do they feel about having children visit? Is there an admission fee, parking fees, specific hours of operation?*

- *Will there be long waits in line? What will you do with the children when they are waiting or going from one place to another?*
- *What items need to be provided by the parents? What do you need to bring along?*
- *Who will pay for expenses; will children need money for snacks or souvenirs?*

## CONSENT

Parents and children will need adequate time to prepare for the field trip. You must also have specific written permission for each child to participate.



*Some suggestions for informing parents and obtaining written permission:*

- *Parents must provide written authorization for their child or children to participate in the field trip. The consent may be for a specific date and trip or a blanket authorization describing the full range of trips the child may take. In that case, you must notify the parent in advance about each trip.*
- *The information you pass out ahead of time to parents and staff should describe clearly what activities are planned, what children should wear, what they might expect to have happen, and what materials you and/or the parents will be providing, such as lunch, snacks, etc.*
- *Also consider what arrangements you will provide for children who do not participate in the field trip.*

## *Transportation WAC 388-151-165*

Transportation is a very critical issue when considering field trips. Will you walk, take a bus, use a van or car provided by your program or drive in private cars?



*Some suggestions to consider when arranging for transportation:*

- *Is the transportation appropriate and safe?*
- *Does the driver have all current, relevant licenses as well as medical and liability insurance? Are these items documented and photocopied?*
- *Is the vehicle in good condition, have all the necessary equipment, and have seat belts for each passenger?*
- *Develop a safety checklist to document that the vehicle has been checked prior to and after the field trip.*
- *If you arrange for volunteers such as parents or others to drive, will they be accompanied by staff or not?*
- *Do you have emergency equipment in the vehicle?*

### **STAFF AND VOLUNTEER TRAINING AND PREPARATION**

If volunteer drivers will not be accompanied by staff, then they must meet all the requirements for persons on the premises providing child care. You should think ahead about what sort of application they must fill out, background checks, advance testing and other training and orientation that may be required.

If volunteers will be accompanied by staff who already meet these requirements and the volunteers will not provide child care duties unless supervised by staff, then they do not need to complete the same requirements as staff. The volunteer must have a criminal history check, however.

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## PROGRAM, ACTIVITIES AND ROUTINES



*Some suggestions, ideas and questions to consider for training and preparing staff and volunteers for field trips:*

- *Determine who is in charge on the field trip.*
- *Determine the individual duties of both staff and volunteers during the trip.*
- *Discuss and plan ahead of time for possible emergencies. For example, have a cellular phone available.*
- *Outline what you will do if you have to cancel the field trip.*
- *The process of planning and having a field trip should serve as a viable training activity for staff, parents and volunteers.*
- *Ensure that staff and volunteers are trained in first aid and CPR.*

## EQUIPMENT AND SUPPLIES



*Suggestions about specific equipment to include on field trips:*

- *All necessary vehicle items including fully operational routine and emergency equipment (including a first aid kit and cellular phone);*
- *Vehicle safety check and supply list;*
- *Seat belts for all passengers;*
- *Written transportation permission slips for each child;*
- *Written emergency medical information as may be necessary for each child;*
- *Roster with the full names of each child who are participating in the field trip;*

*This roster should include several spaces for documenting that each child has been accounted for during different phases of the trip;*

- *Sign in/check out procedures;*
- *Depending on the field trip, bottled water for drinking, toilet paper, coolers for lunches, snacks, water for washing, blankets and games; and*
- *T-shirts or tags for children to wear with the name and phone number of the provider. Do NOT put children's name in any visible location on their clothing.*

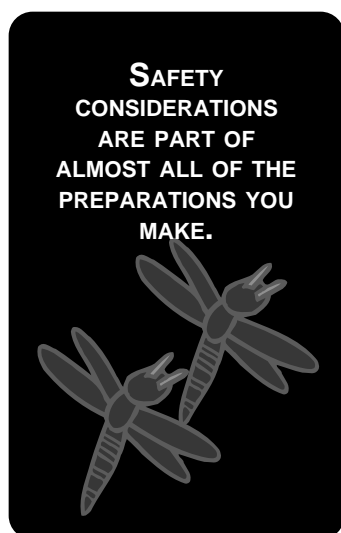
### SAFETY

Safety is obviously a very important concern when taking children on a field trip. Safety considerations are part of almost all of the preparations you make.



*Suggestions about safety concerns:*

- *There should be adequate advance preparation of not only staff, parents, and volunteers, but of the children so they know what to expect.*
- *Staff, volunteers and children must be easily identifiable to each other. T-shirts, wristbands, and hats work well for school-age children. DO NOT IDENTIFY CHILDREN BY THEIR NAME.*
- *Staff should carry identification.*
- *Be specific about which staff are responsible for signing children in and out of the your program.*
- *Have staff carry some required items, such as money or first aid kits, in a back pack or fanny pack so they can keep their hands free.*
- *Staff are required to visually check each seat as well as underneath seats to make sure no child is left behind on a vehicle.*



## PROGRAM, ACTIVITIES AND ROUTINES

ESTABLISH A BUDDY  
SYSTEM SO NO  
CHILD IS EVER  
ALONE AND TEACH  
CHILDREN THE  
IMPORTANCE OF  
STAYING TOGETHER  
IN THE GROUP.



- *There should be no unsupervised access to children while on the field trip.*

- *Procedures for emergencies should be prepared in advance and reviewed with the children before going on the field trip. What should children do if they accidentally become separated from the group? What should they do if a stranger approaches them? What rules and guidelines are in place for using transportation and restrooms?*

- *Establish a buddy system so no child is ever alone and teach children the importance of staying together in the group.*

- *Follow your plans while on the trip.*

- *Account for everyone. Count children regularly, at least once every fifteen minutes. Always be alert and check that all children you are responsible for are present.*

## Activity Program WAC 388-151-100

Note: The material in this section supplements and expands upon the information on Activities on pages 21-40 of the Guidebook.

### Relevant NSACA Standards<sup>17</sup>

#### **Key 13: Children and youth can choose from a wide variety of activities.**

The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

##### **There are regular opportunities for active, physical play.**

*Children have time indoors and outdoors for physical activity (e.g., a chance to dance, run, jump, climb, play active games and sports, and explore the environment.)*

##### **There are regular opportunities for creative arts and dramatic play.**

*The program has a wide variety of arts and crafts materials.  
There are costumes, puppets, and props on hand for dramatic play.  
Children have access to musical instruments and audio tapes.*

##### **There are regular opportunities for quiet activities and socializing.**

*Children can choose to sit and talk with friends or staff.*

<sup>17</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, pp. 29-30.

*They can choose to play quiet board games or help on a cooking project.  
They may decide to study alone, or just sit back and daydream.*

**Children have a chance to join enrichment activities that promote basic skills and higher-level thinking.**

**Key 14: Activities reflect the mission of the program and promote the development of all the children and youth in the program.**

**Activities are in line with the styles, abilities, and interests of the individuals in the program.**

*Children are permitted to work at their own pace.  
Special tools are available to children who need help with fine motor skills (e.g. special scissors, thick pencils, and brushes).*

**Activities are well suited to the age range of children in the program.**

*Projects for younger children can be completed within a week.  
Projects for older children may last eight to ten weeks.  
Staff encourage expert children to help beginners learn a new skill.*

**Activities reflect the language and cultures of the families served.**

*Staff involve children, families, and community members in planning activities.  
Games from different cultures are played inside and outside.*

**Activities reflect and support the program's mission.**

## ***The Importance of Activities***

This section will talk about six important areas of child development:

1. Physical
2. Cognitive
3. Communication
4. Creativity
5. Self esteem
6. Social

The section will define and discuss the importance of each area, what is developmentally appropriate for children at different ages, and suggest activities in each area.

### **School-age children practice the physical skills they will use all their lives.**

**IT IS CRUCIAL FOR CHILDREN TO HAVE MANY OPPORTUNITIES TO LEARN AND PRACTICE PHYSICAL SKILLS.**



Adults use a wide variety of physical skills every day. Because we regularly use our large and small muscles, we rarely think about the skills involved. In fact, however, we have developed these physical skills through many years of practice.

*Physical development refers to the gradual gaining of control over large and small muscles.* It includes acquiring gross motor skills such as walking, running and throwing, and fine motor skills such as holding, pinching, and flexing fingers and toes. Coordinating movement is also an important part of physical development. For example, eye-hand coordination (the ability to direct finger, hand and wrist movements) is used by school-age children to accomplish fine motor tasks such as fitting a piece in a puzzle or threading a needle. In addition, children use all their senses — sight, sound, touch, taste, and smell — to coordinate the movement of their large and small muscles.

A tremendous amount of physical development takes place before and during the school-age years. Although these skills are retained during adolescence and adulthood, new skills are not usually acquired. Therefore, it is crucial for children to have many opportunities to learn and practice physical skills.

It is also important to remember that children develop physical skills in a similar pattern of progression:

1. Most children control their head movements first.
2. Next, they develop control of their torsos and arms, and finally their legs.
3. Generally, moving hands and feet in highly skilled ways comes last.
4. Gross motor skills usually appear before those involving small muscles.
5. Movement normally begins with muscles close to the body center and progresses outward as the child matures.

Each child learns and uses physical skills according to his or her own “body clock.” For example, some children can ride a two-wheeler at age 5; others are 9 years old before they master this skill. Although the age when children accomplish a skill varies from child to child, the pattern rarely does.<sup>18</sup>

### **It is important to encourage all children to be physically active.**

Most children are naturally drawn to physical activity. In school playgrounds, backyards, and on city streets, children organize their own activities — running races,

<sup>18</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 229-30.

climbing trees, or playing hopscotch. After a day at school, children are usually eager to participate in active physical play.

**CHILDREN WHO  
HAVE HAD MANY  
SUCCESSFUL  
EXPERIENCES USING  
THEIR FINE AND  
GROSS MOTOR  
SKILLS TEND TO  
BELIEVE THEY ARE  
COMPETENT.**



Your school-age program can play an important role by providing a wide variety of physical activities that appeal to as many children as possible — not just the athletically talented. Children are likely to make physical exercise a lifelong habit if they are given the time and space to stretch and use their muscles, along with sincere encouragement for their efforts and accomplishments.<sup>19</sup>

### **Physical development is often tied to self-esteem.**

Physical development plays an important role in helping children feel good about themselves. When a child learns to pitch a ball, jump a distance, or build a geodesic dome with straws, the sense of accomplishment is enormous. The pride that comes from mastering physical skills helps children feel good about themselves. This sense of confidence and competence leads to emotional security and a willingness to risk learning difficult cognitive or thinking tasks.<sup>20</sup>

Acquiring physical skills is also closely tied to feeling accepted by peers, having strong self-concepts, and developing positive attitudes toward their own bodies. Some children have well-developed physical skills, others may seem awkward because of their uneven growth. Children who have had many successful experiences using their fine and gross motor skills tend to believe they are competent. They are likely to continue to accept new challenges without worrying about failure.

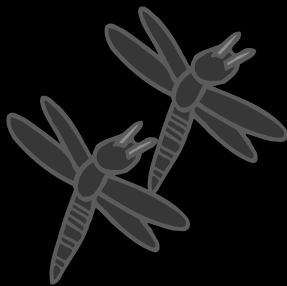
Most children will eventually develop physical skills on their own; however, they may not feel proud of their accomplishments if they receive no encouragement or support for their efforts. This is especially true if children are slower to develop than their peers are or feel pressure from adults. Your encouragement is therefore crucial to ensuring a sense of success.<sup>21</sup>

### **Language skills affect other areas of development.**

Communication means expressing and sharing ideas, desires, and feelings with other people. We use many forms of communication — gestures, facial expressions, body language, touch, pictures — but language is the most critical.

Children's use of language helps them develop their cognitive skills, their ability to know and learn about the world around them. Learning language depends on a child's ever-growing ability to understand words and eventually to read and write them. Language skills, in turn, affect other areas of development. Social development, for example, is dependent on language. Children who have difficulty expressing themselves

**WE USE MANY  
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LANGUAGE IS THE  
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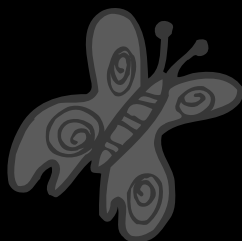


<sup>19</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, p. 245.

<sup>20</sup> Ibid., p. 278.

<sup>21</sup> Ibid., p. 230.

**EVERYONE IS BORN  
WITH THE ABILITY TO  
BE CREATIVE.**



well are often less able to develop friendships. In addition, language is an important factor in emotional development. Children's self-esteem is enhanced by their growing ability to use words to express how they feel — to communicate their feelings accurately to others.<sup>22</sup>

### **Creativity encourages children to explore and grow.**

Children who are creative are willing to try new ways of doing things. They see more than one possibility in how to play a game or use an art material. They are curious about how things work and why things happen as they do. They are willing to take risks. When they try something new and it doesn't work, they learn from their mistakes, and try another approach.

Creativity does not just mean a child's ability to draw a picture, however. Children can be creative in anything they say or do if they are using novelty to approach an activity rather than just imitation or repetition and trying to achieve a goal. Creativity is not strictly characterized by talent, high intelligence, or eccentricity. Some creative people have these characteristics; others do not.

Everyone is born with the ability to be creative. Some children are more creative than others are and children use and express their creativity in different ways. When they enter the school-age years, most children are eager learners, naturally imaginative and creative. They learn by doing as they interact with people and things in their environment. Whether they maintain this ability depends, in part, on whether their creative behaviors are valued and encouraged by parents, teachers, and others.<sup>23</sup>

### **Self esteem helps children learn and think.**

Children's development is not merely the sum of the information they know. It is also important how they approach learning and thinking. Children need to have the self-confidence and skills to explore, try out ideas, make mistakes, solve problems, and take on new challenges.<sup>24</sup>

When adults who interact with children are proud of who they are and what they can do, children have a model for self esteem. If they support children's efforts and provide constructive feedback, children are likely to be willing to take risks and not give up when they encounter difficulties.

That's why you are such an important person to the children in your program. In the course of daily life at the program — as you help a child carry out an experiment, listen and respond to how they are feeling, involve children in planning activities, or encourage a child to solve a problem — you are giving them realistic opportunities for

**WHEN ADULTS WHO  
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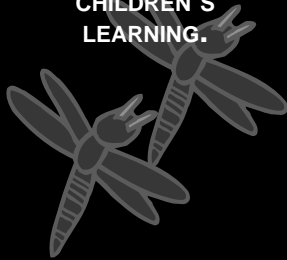


<sup>22</sup> Ibid., p. 355.

<sup>23</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 3-4.

<sup>24</sup> Ibid., Vol. 1, p. 295.

**CHOOSING BOTH  
AGE- AND  
INDIVIDUAL-  
APPROPRIATE  
ACTIVITIES WILL  
ENHANCE  
CHILDREN'S  
LEARNING.**



success. Each day the children in your program learn about themselves — their strengths, interests, skills, views about the world around them, and how they are viewed and accepted by others. Through your relationships with these children, you can help them learn to value themselves and others.

Your support and encouragement help children develop confidence in their own abilities which will motivate them to continue learning throughout their lives.<sup>25</sup>

### **Children learn many important skills through socialization.**

Social development refers to the way children learn to get along with others and to enjoy the people in their lives. Through their relationships with adults and involvement in program planning and operations, children can develop social skills. You can help children learn to respect the rights of others, so everyone can enjoy the benefits of being part of a community. You help them understand their feelings and you model accepted ways to express those feelings. As a school-age staff member, you can also provide opportunities for children to become meaningfully involved in their communities.<sup>26</sup>

### **Age- and individual-appropriate activities are important.**

Choosing both age- and individual-appropriate activities will enhance children's learning. *Age-appropriate* means that programs and activities correspond to the reliable stages of growth and change that occur in children. *Individual-appropriate* means that you need to be sensitive and responsive to the pattern of growth for each individual child. Individual appropriateness is an important consideration, since children can be at the same age, yet be at different levels of development in terms of mastery and skill.

### **Providing appropriate activities for children is important because:**

- Children are more likely to want to participate in age-appropriate activities.
- Children are more likely to enjoy those activities.
- Children are more likely to feel a sense of accomplishment and self-esteem if activities are related to their developmental stage.<sup>27</sup>

<sup>25</sup> Ibid., Vol. 1, p. 70-71.

<sup>26</sup> Ibid., p. 123.

<sup>27</sup> Susan R. Edginton and Christopher R. Edginton, *Youth Programs Promoting Quality Services*, Champaign, IL, Sagamore Publishing, 1994, pp. 71-72.

## ***Behaviors of School-Age Children in Key Areas***

**SIMPLE ARTS AND CRAFTS PROJECTS AND A WIDE VARIETY OF OPEN-ENDED MATERIALS HELP THEM DEVELOP THEIR FINE MOTOR SKILLS AND FEEL GOOD ABOUT THEIR ACCOMPLISHMENTS.**

### **UNDERSTANDING HOW 5- TO 7-YEAR-OLD CHILDREN USE THE PHYSICAL ENVIRONMENT**

No longer preschoolers, 5- to 7-year-old children begin to develop a sense of themselves as “big kids.” They want to make friends and play with others. Their emerging sense of themselves includes an awareness of what it means to be a “boy” or “girl.”

Children in this age group generally prefer cooperative rather than competitive games and sports. They like teamwork and following rules. They enjoy making up new games — complete with rules — and inventing new rules for familiar games.



*Some suggestions and ideas about how 5- to 7-year-old children use their physical environment to help you plan activities:*

- *Climbing, running, skipping, and hopping are favorite physical activities, along with tumbling and simple ball games. Children may tire easily during physical activities, so it is a good idea to have a place for them to rest or cool down.*

- *Younger children may enjoy “hands-on” activities, but may not have the fine motor coordination needed to hold and manipulate small tools and materials. They enjoy the process of making things, but also are interested in the tangible products of their efforts. Simple arts and crafts projects and a wide variety of open-ended materials help them develop their fine motor skills and feel good about their accomplishments.*

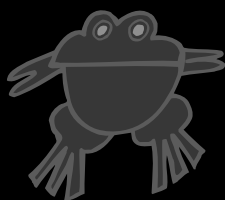
- *With rapidly expanding vocabularies, 5- to 7 year-olds are learning to express their interests, thoughts and feelings. They enjoy reading and being read to and using their thinking skills to solve puzzles and problems. They use their active imaginations in dramatic play, music, dancing and art.*

- *The youngest children in this age group are just beginning to shift their interests from a world centered around the family to one that includes schools, friends, and community. Playing*

*with familiar household materials in the dramatic play area may be very appealing.*

- *Most 5- to 7 year olds can take care of their personal needs independently. They use the bathroom, eat meals, wash hands,<sup>28</sup> and make a wide range of decisions without adult assistance.*

**CHILDREN BEGIN TO  
SET STANDARDS FOR  
THEIR OWN  
BEHAVIOR AND  
LEARN GREATER  
SELF-CONTROL.**



### **UNDERSTANDING HOW 8- TO 10-YEAR-OLD CHILDREN USE THE PHYSICAL ENVIRONMENT**

During the middle elementary years, most children are cooperative and enjoy group activities that focus on a common interest — for example, sports, clubs, drama, music, or gymnastics. They may be interested in contests and other competitive activities that allow them to be “good at something.”

Younger children in this age group tend to prefer being with their own gender. Many older ones begin to show interest in the opposite sex, although they are probably too embarrassed to admit it.

As cognitive abilities increase, children stretch their creativity — writing stories and plays, acting, inventing and designing things, and making up jokes and riddles. They can use their math and thinking skills in fresh, entertaining ways. Their thinking skills also help them negotiate with others, solve problems, and exercise good judgement. They use words to express their anger and other feelings. Children begin to set standards for their own behavior and learn greater self-control.



*Some suggestions and ideas about how 8- to 10-year-old-children use their physical environment to help you plan activities:*

- *The increased body strength and coordination of most 8- to 10-year-old children is used in organized sports and games and individual physical activities. They are developing a sense of rhythm and balance and like to move and dance to music. Sometimes they create their dance steps and routines.*

- *Fine motor control is also increasing, so children enjoy activities and projects that require manual dexterity and control. Crocheting, playing musical instruments, doing macramé,*

<sup>28</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 173-74.

## PROGRAM, ACTIVITIES AND ROUTINES

*performing magic tricks, using hand looms, and playing computer games are among the many activities these children find appealing.*

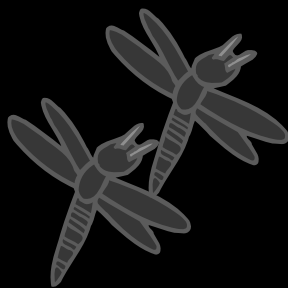
- *Children in this age group tend to feel grown up and like to experiment and try out new ideas and activities. Their growing confidence may lead them to take risks and try things they are not ready for.*

- *Increased physical and mental skills allow them to do complex tasks, follow detailed directions, and play complicated games of strategy without much adult assistance. They may enjoy the challenge of playing games such as chess and backgammon, following directions to build models, and using a special recipe to make a new snack.*

- *With their growing attention spans, 8- to 10 year olds like long-term projects and activities: organizing, categorizing, and displaying a shell collection, weaving a wall hanging, or mastering a physical skill such as turning a cartwheel. They may pursue special interests for days, weeks, or even months.*<sup>29</sup>

### UNDERSTANDING HOW 11- TO 12-YEAR-OLD CHILDREN USE THE PHYSICAL ENVIRONMENT

**OLDER CHILDREN  
MAY TAKE RISKS AS  
THEY TEST THE  
LIMITS OF THEIR  
PHYSICAL SKILLS.**



In general, older school-age children can focus on challenging tasks for longer periods of time. Hobbies and interests begun during these years may develop into lifelong pursuits. Children's increased attention spans are accompanied by the development of abstract thinking skills. They can think about the future, make plans, reflect on the past, and grapple with events happening outside their immediate community. They are thirsty for information as they try to see how they relate to the rest of the world.

As their awareness and thinking capacities grow, they may worry about situations reported in the news and need opportunities to express their concerns and feelings. They can empathize with others and may want to get involved in community projects such as helping the homeless, establishing a recycling center, or visiting the elderly. Other children also enjoy creative activities that help them shape and express their feelings and ideas.

<sup>29</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 175-76.

**PEER GROUPS  
PROVIDE THE ARENA  
FOR THIS AGE  
GROUP TO TEST  
THEIR OPINIONS AND  
PRACTICE SOCIAL  
SKILLS.**



*Some suggestions and ideas about how 11- to 12-year-old-children use their physical environment to help you plan activities:*

- *Many 11- to 12-year-olds are entering or already are in early adolescence — the period of most rapid physical growth since infancy. As a result, they need a lot of opportunities to exercise. Sports such as basketball, tennis, and gymnastics allow children to develop complex coordination skills.*

- *Older children may take risks as they test the limits of their physical skills. They may feel they are invincible — accidents happen to other people, not them.*

- *They need equipment that is sturdy enough for larger bodies and more vigorous play. Outdoors, the climbing equipment, swings, and slides designed for younger children may not be strong enough for use by older children. Indoors, programs should provide tables, chairs, and other furniture large enough to accommodate older children.*

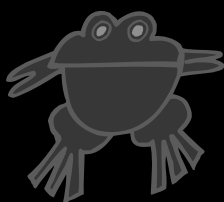
- *Peer groups provide the arena for this age group to test their opinions and practice social skills. This process allows them to develop friendships with the opposite sex and with others in the community. There is a strong desire to be accepted by peers, who may be a positive or negative influence.*

- *It's common for these children to imitate teenagers and the adult world as they "try on" what it's like to be grown up. Fads in dress, music and language are common. Although 11- to 12-year-olds are struggling to gain autonomy, they seek out adults who can provide guidance, encouragement, and support without making them feel like "little kids."<sup>30</sup>*

<sup>30</sup> Ibid., pp. 177-78.

## ***Social development at different ages and stages*<sup>31</sup>**

**THROUGH PLAY,  
THEY EXPRESS  
FEELINGS, USE  
CREATIVITY, AND  
MAKE SENSE OF THE  
WORLD.**



Researcher Dr. Stanley Greenspan in his book Playground Politics describes three distinct phases children pass through during the school-age years. As they pass through these phases, children move from a preschool focus on fantasy and feeling to being more logical and able to reason, learn, and control their impulses. These important skills are used by children in their life at school, their relationships with parents and other family members, and in sports and other community activities.

### **Children 4 1/2 to 7 years old: “The World Is My Oyster”**

Children at this age feel very important and powerful — the center of attention. They are fascinated by super heroes and heroines and imagine they too have special powers. Most of the time children at this stage know the difference between reality and fantasy; however, they may be afraid of scary figures such as witches, robbers, or monsters. Be available to listen to children who want to discuss their fears. Ask them follow-up questions to help them develop their own strategies for handling fears.

#### *Other social development hallmarks of children this age:*

Children still rely on their families as sources of security but they also work and play with other children.

Through play, they express feelings, use creativity, and make sense of the world.

Friendships are important. Some children have a special friend who is the object of much attention and affection.

Children in this age group are likely to seek your attention and affection. They like to feel close to adults and enjoy your participation in their games and play.

At this stage, many children are defining what it means to be a boy or girl. You should have a wide variety of books that depict males and females in positive, non-stereotypical ways. You can also be a positive model for children in the program by encouraging children to try all activities, commenting positively and doing a variety of tasks.

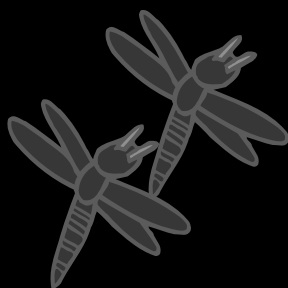
Children are also beginning to feel and handle a variety of emotions such as anger, jealousy, love, guilt and competitiveness. They also experience empathy: feeling and acting concerned when another person is upset or hurt and sharing another person’s happiness and excitement.

Some children hide their feelings from adults. The school-age program can provide opportunities for children to express their feelings through writing, dramatic play, and art work.

<sup>31</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, Caring for Children in School-Age Programs, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 135-40, citing based with permission of Dr. Stanley Greenspan, Playground Politics, Understanding the Emotional Life of Your School-Age Child, Addison-Wesley Publishing, 1993.

### Children 7 to 9 years old: “The World Is Other Kids”

**SEVEN TO NINE  
YEAR OLDS TEND TO  
DEFINE THEMSELVES  
IN RELATION TO  
OTHERS.**



At this age, children still enjoy using their imaginations to try out different roles. However, they are more likely to pretend to be a real person — a teacher, an astronaut, a dancer — rather than an imaginary character. They apply their growing knowledge and academic skills to their play. Children might create a puppet show based on Charlotte’s Web, write a play about Thomas Jefferson, or paint a picture of an endangered species.

Children in this age group use their cognitive skills to analyze and negotiate their position within their peer group. Many children enjoy forming clubs based on shared interests. They want adults to be facilitators rather than leaders. You can provide suggestions, time and materials, then step back to let children make and carry out their plans.

*Other social development hallmarks of children this age:*

At this stage, children may include and exclude others, sometimes based on gender. Some children who are excluded know what to do to make sure they are included. Although adults might cringe at their methods, children often use their negotiation and problem-solving skills to convince their peers to include them. Others may need some assistance from a sensitive adult.

A typical characteristic of children at this age is their difficulty accepting disappointments and losses. This is a normal reaction at this age. As children’s self-esteem grows they are less likely to tie their feelings of self-worth to performance in a game.

Children can be very competitive, accusing each other of cheating or upsetting a board game because the game wasn’t going their way. Competition can also affect relationships; children may compete for the attention of a popular child or to spend time with a favorite staff member. You can help children set and pursue individual goals so they can master skills and experience personal achievement.

Seven to nine year olds tend to define themselves in relation to others. They compare their appearance, school performance, physical abilities, and popularity in relation to that of other children. Their self-esteem rises and falls based on the judgments of their friends. Sometimes they make cruel comments that are very painful. As children move into the next state they continue to be aware of other people’s judgments. However, they also base their sense of self on how they feel about themselves.

### Children 10 to 12 years old: “The World Inside Me”

Children age 10 to 12 years old learn to define themselves based on their own goals and values rather than how they are treated by their peers. They gain a sense of who they are that doesn’t change with each new criticism or comment. Their interactions with family, friends, teachers and others help them develop personal values. They begin to

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## PROGRAM, ACTIVITIES AND ROUTINES

**TEN TO TWELVE  
YEAR-OLDS BEGIN  
TO EXPERIENCE  
FEELINGS SUCH AS  
SADNESS AND JOY IN  
A DEEPER WAY,  
MUCH AS  
ADULTS DO.**



see who they are and how they fit in the world. Children in this age group are generally more secure in their feelings about themselves. They can show initiative, are usually cooperative, and appreciate others and their accomplishments.

Most children in this age group have entered or are on the edge of puberty. They are looking forward to growing up, but may also be uncomfortable with the physical changes their bodies are going through. If their bodies are changing at a rate much faster or slower than their peers they are likely to be self-conscious. The school-age program can encourage children to develop their talents and skills so their self-esteem is not tied to how slowly or quickly their bodies are changing.

### *Other social development hallmarks of children this age:*

This is an uneven time for the sexes. Girls may be up to two years ahead of boys in their progress toward physical and social maturity. As many become increasingly interested in the opposite sex, they mimic teenage behaviors. Try to accept their harmless imitations and ignore those that can be annoying at times, such as using slang or constantly talking about music, clothes or celebrities.

At this age, children have a strong need to be accepted by their peers. Even children with good judgment may be influenced by the group to do things they know are not appropriate. Negative peer pressure can lead to drug and alcohol use, early sexual activity, and gang membership. School-age program staff are in an excellent position to help children define and stick to their own values, helping them practice how to respond when asked to do something they know is not right.

This can be a frightening time for children as they become more independent and move into the world. They want to remain close and grow up. In response to these confusing feelings, children may become more dependent or may rebel against rules and accepted ways of behaving. Involve them in planning and activities offered by the program. Try to keep your commands and instructions to a minimum, instead allowing for indirect methods of giving directions like signup sheets for chores rather than assignments.

Ten to twelve year olds begin to experience feelings such as sadness and joy in a deeper way, much as adults do. Children may talk to you about your feelings and may ask what you might do in a similar situation.

At this stage, children are beginning to be motivated by personal goals rather than out of desire for approval or fear of what will happen if they don't do what is "right." They may practice the piano because they want to play well rather than to avoid being nagged by a parent.

They also think about the future — what will the world be like? What will my life be like? Such thoughts can motivate actions: I want to get a good job when I grow up, so I will do my homework today.

## ***Activity Options and Ideas for School-Agers Ten and Up***<sup>32</sup>

### **Activities: A Whole New Ball Game**

Boredom is the most common factor affecting the enrollment and discipline of older children in out-of-school programs. Children age 10 and up strive for more advanced competencies, more advanced skill development, more advanced social interaction. A steady diet of homework, freeze tag, and crayon coloring contests just won't fit the bill.

Who knows better what kids might enjoy than the kids themselves? Parents and experienced staff agree that older children sometimes have the best ideas about what to do. The children can make specific, appropriate suggestions for individual and group activities.

#### **Successful programs for older children:**

- Support long term projects, relevant to children's interests.
- Incorporate opportunities for personal expression through theater, dance, and fine arts.
- Ensure that children find some challenge in sports, games and intellectual activities.
- Encourage community service such as neighborhood clean-up, mentoring.
- Sponsor frequent trips outside the center to places like a skating rink, hiking.
- Link with other programs for intramural sports, social opportunities, and resources.
- Avoid activities involving television, gender stereotypes, and games of destruction.

Interesting after-school programs for age 10 and up and summer camps with an enrichment focus can have much in common. The following components of a summer camp could easily be incorporated into an after-school program.

### **Winning Ideas for the Wonder Years Set**

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#### **Create a special place for the older children:**

- Set aside an area just for them.
- Help organize specific-interest "clubs."
- Assign a regular group leader.

#### **Invite responsible assistance from older children:**

- Have them help plan and cook snacks and meals.
- Get their input on scheduling homework, sports, and other activities.

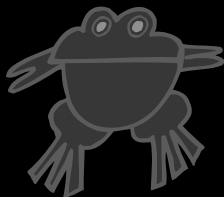
<sup>32</sup> The Wonder Years: Programmatic Care Options for School-Agers Ten and Up, The School-Age Child Care Project, Center for Research on Women, Wellesley College, 1996, pp. 4-5.

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## PROGRAM, ACTIVITIES AND ROUTINES

- Let them decorate bulletin boards and halls, etc.
- Authorize them as informal “leaders” of younger children’s groups.

ONE OF THE  
GREATEST GIFTS  
SCHOOL-AGE  
PROGRAM STAFF  
CAN GIVE TO  
CHILDREN IS THE  
ABILITY TO ENJOY  
READING.



### **Orient written activity plans around older children’s choices:**

- Use weekly or biweekly charts, *not* forced hourly rotation.
- Try a multi-week cycle system for theme activities.
- Organize inter-site round-robin tournaments.

### **Schedule activities related to social development:**

- Personal growth workshops.
- Community/neighborhood projects.
- Discussion groups with local artists, celebrities, and business people.
- Co-op programs through local colleges.
- Computer labs/internet chat.
- Mixed-gender activities.

### **Support staff in meeting challenges of older children:**

- Cast staff as facilitators who encourage children to make responsible choices.
- Engage staff at regular intervals to solve problems and generate new ideas.
- Permit staff to express personal views and experiences.
- Supply staff with appropriate materials and equipment.

### **Work with parents/guardians:**

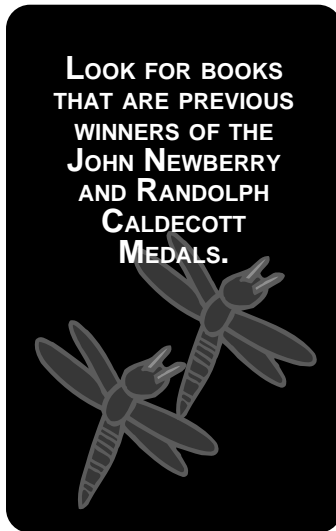
- Negotiate realistic goals for homework, sports and other activities.
- Negotiate part-time program attendance schedules and fees.
- Make it possible for children to “check in” by phone with parent/guardians.
- Facilitate parent education and parent involvement.

## ***Encouraging a Love of Reading*<sup>33</sup>**

One of the greatest gifts school-age program staff can give to children is the ability to enjoy reading. Reading experts believe a love for reading develops when children are regularly read to, when they are shown the delights of poetry, and when trusted adults share special books with them.

When children discover that the experiences of characters in books are similar to their own, they seek out books for answers and comforts. This is one reason why it is

<sup>33</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 394-96; 398-99.



so important to include books in the program that reflect the children's cultures and ethnic backgrounds. Once children have the opportunity to see themselves in books, they can also find links to their own experiences that depict cultural backgrounds different than their own. By seeing that people who look differently than they do can share similar feelings, they vicariously experience the lives of many different people. Books link children to the past and offer them hope for the future.

### ***Select books based on children's reading skills and interests***

Selecting appropriate books for children age 5 to 12 may seem like a difficult task. Reading skills obviously vary greatly. Moreover, children of different ages also vary in their individual reading skills. Probably the best way to select books is to ask children what they like to read now, and what books they enjoyed when they were younger.



*Some suggestions for selecting books for school-age children:*

- **Picture books and early readers** appeal to 5- to 7-year-olds. *These books tend to be well illustrated to help children make the transition from what they see to what the printed word says. They also tend to be organized into chapters, like more advanced reading books. Many of these books are wonderful for shared reading experiences.*

- **Many classics are enjoyed by 8- to 10-year olds.** *Adventure stories, mysteries, fairy tales, folk tales, and chapter books make appealing and exciting reading.*

- **Older school-age children like reading about real people.** *They like reading about the teenagers they will soon be. Plots dealing with romance, family relationships, and school are always appealing, as are biographies and stories of beloved animal pets.*

- **Librarians and teachers can help select books.** *Look, too, for books that are previous winners of the John Newberry and Randolph Caldecott Medals. These medals are awarded annually*

*by a committee of children's libraries to distinguished authors and artists. Most newspapers publish a yearly or twice-yearly guide to children's books. Libraries often have pamphlets describing age-appropriate books for children.*

- *It may also be important to include books that build on field trips, clubs or special activities offered in your program and books that respond well to problems experienced by children such as moving to a new home or adjusting to divorce. Books of short stories are helpful, also, because they include fewer characters and simpler plots. Children sometimes like to use short stories as the basis for developing skits and plays.*

- *Finally, try to include a variety of general reference materials and magazines and special-interest journals.*



*Some suggestions for encouraging children to become readers:*

- *Read aloud to the children.*
- *Encourage skilled readers to read to younger children.*
- *Share the classic stories you enjoyed as a child.*
- *Let children read to you as often as possible.*
- *Stress that reading is a pleasure, not a chore.*
- *Be a role model.*
- *Play language and reading games.*

## ***Providing a Variety of Activities***

### **Physical Fitness Activities**

#### **Providing a Variety of Physical Activities**<sup>34</sup>

**Create an obstacle course.** Children can build a challenging obstacle course using barrels, tires, inner tubes, tumbling mats, hula hoops, orange safety cones, and anything

<sup>34</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, Caring for Children in School-Age Programs, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 259-60.

else they can think of. When the group has mastered the course, the builders can redesign it to create new challenges.

**Establish an exercise activity area.** Include jump ropes, instructions for floor and other exercises, a tape player and music tapes for aerobic dancing, softballs and beanbags, and other popular exercise paraphernalia.

**Make an “Around the World” dance prop box.** Include pictures of dancers in traditional dress, instructions for different dances, props to wear or dance with, and tapes with music from different lands. Staff can introduce the dances; children can then use the prop box on their own.

**Hold sports clinics.** Some days, instead of playing sports, you can hold clinics to build the skills children use in these games. For example, during a kickball clinic, staff and older children could review the rules of the game, lead the children in drills to practice kicking, pitching, and fielding the ball as if in a game, and play games that help improve their running and throwing.

**Provide a variety of equipment to be used alone or with a friend.** This is particularly important for children who are not drawn to sports or organized games. Examples include hula hoops, stilts, pogo sticks, softballs and paddles, yo-yos, chalk for hopscotch, roller skates (and safety equipment), jump ropes, bean bags, and ring tosses.

**Offer exercise clubs such as aerobics, jogging, or tumbling clubs.** Children of all ages and abilities can participate in clubs such as these. Staff, community volunteers, or children can serve as leaders and instructors.

## Skill-Building Activities<sup>35</sup>

### Stepping Out

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Ages/Player:	<i>5 to 6 years, one at a time</i>	Equipment:	<i>27 egg cartons</i>
Skill:	<i>Balancing, tiptoeing</i>	Location:	<i>Indoors</i>

Use the egg cartons to make two rows of squares, with five squares in each row. The rows are connected with no space between them. Children take off their shoes and take turns tiptoeing one foot at a time through each square without touching the egg cartons.

### Dribble About

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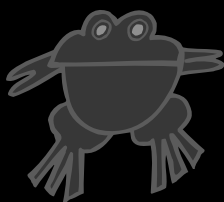
Ages/Players:	<i>10 to 12 years, one at a time</i>	Equipment:	<i>Basketball/utility ball, egg cartons</i>
Skill:	<i>Dribbling</i>	Location:	<i>Outdoors or indoors (gym)</i>

<sup>35</sup> Ibid., p. 261, citing based with permission of Linda Ouellete and James Parcelli, *Games Kids Play*, Fairfax, VA. County Office for Children, 1981.

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## PROGRAM, ACTIVITIES AND ROUTINES

**YOU CAN SET UP  
MOVEMENT STATIONS  
IN A GYM OR OTHER  
LARGE ROOM.**



Set up egg cartons in two parallel lines about ten feet apart, with about five feet between each carton. Children dribble the ball in a zigzag motion around and between the egg cartons.

### **Underhand Knockdown**

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Ages/Players: *8 to 12 years, one at a time*

Skill: *Throwing at a target*

Equipment: *Foam ball, five egg  
cartons, table*

Location: *Indoors*

Stack the egg cartons on the table. The first child stands about ten feet away from the table and throws the ball underhand trying to hit the stack. After all children have had a turn, they move back two feet and repeat the activity. The throw is considered successful if any of the egg cartons fall down.

### **Nerve Ball**

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Ages/Players: *8 to 12 years, one at a time*

Skill: *Catching*

Equipment: *Foam ball*

Location: *outdoors or indoors  
(gym)*

One child stands with back turned, 15 to 20 feet away from the rest of the players standing in a line. The first player in line throws the ball towards the “catcher’s” back, yelling “ball” as he or she releases it. This is the cue for the child to turn around, catch the ball, run it back to the next child in line, and go to the end of the line. The child who threw the ball takes the place of the “catcher” and the next child in line throws the ball. Children can repeat the activity until all have had one or more turns in each position. An alternative is to have a staff member throw the ball while the children take turns as the “catcher.”

### **Movement Stations<sup>36</sup>**

Children can also use movement stations to develop and improve specific skills, such as jumping, hopping, throwing, and catching. Each station includes (1) instructions printed on a large poster board and (2) whatever equipment might be needed. To meet the needs of children at different stages of development, the movement stations should address a variety of skill levels. Children can select which activities to do and perform them at their own pace. New challenges can be added as children develop new skills.

You can set up movement stations in a gym or other large room. For some stations, you need to make a line on the floor with masking tape (or another tape that is easily

<sup>36</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 262-65, citing based with permission of materials developed by the Fairfax, VA. County Office for Children.

removed). The children can help you set up the stations, or you can do so before they arrive. When you introduce the stations, “walk” the children through the instructions for each one. Ask for volunteers to demonstrate the different movements. You can offer encouragement, explain instructions that might be confusing, and remind children to drink plenty of water when they are exercising. Some children may want to keep track of their progress. You can provide stopwatches, yardsticks, and paper and pencil so they can keep individual exercise diaries.

Descriptions of eight movement stations follow. They should be set up as an optional activity for children who are interested in participating.

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### **Movement Stations**

#### **1. Jumping**

- Jump high, clap hands over head, land on feet with knees bent.
- Jump high, clap hands behind back.
- Jump high, clap hands over head, then behind back.
- Jump high, clap hands under one leg.
- Jump and turn halfway around.
- Jump and make a full turn before landing.
- Jump and click heels in the air.
- Jump as high as you can, as far as you can, and as quietly as you can.
- Jump backward.

#### **2. Moving Your Body**

- Make yourself as big as you can.
- Make yourself as small as you can.
- Make yourself as wide as you can.
- Make yourself as long as you can.
- Make your body as straight as you can.
- Make your body as curvy as you can.
- Walk on the line (taped to the floor) with your hands out for balance.
- Walk on the line without using your hands for balance.
- Walk the line backward with your hands out for balance.
- Hop from one end of the line to the other.
- Touch your nose with your left hand while grabbing your left ear with your right hand.
- Touch your nose with your right hand while grabbing your right ear with your left hand.

### **3. Throwing and Catching Bean Bags**

- Throw the beanbag in the air and catch it with both hands, ten times.
- Throw the beanbag in the air and catch it with your right hand, five times.
- Throw the beanbag in the air and catch it with your left hand, five times.
- Throw the beanbag from one hand to the other, from left to right over your head.
- Throw the beanbag in the air; jump to catch it with two hands; then with one hand.
- Throw the beanbag in the air and clap your hands three times before catching it.
- Throw the beanbag in the air and turn all the way around before catching it.
- Stand with the beanbag balanced on one foot; try the other foot.
- Hop around with the beanbag balanced on one foot; try the other foot.

### **4. Using Hula Hoops**

- Put the hoop over your head with hands at your sides; shake the hoop down over your body to the floor.
- Place the hoop on your right arm and make big circles with your arm; repeat with your left arm.
- Hold the hoop with two hands close to the floor; jump into the hoop with both feet and lift it over your head.
- Place the hoop over your right ankle; balance with the hoop off the floor while counting to ten. Repeat with your left ankle.
- Place the hoop over your right ankle, toe pointing up, hands on hips. While balancing, twirl the hoop. Repeat with your left ankle.
- Place the hoop on the floor and stand inside; jump out of the hoop and back inside, each time leaving the hoop at a different place.
- Stand in the center of the hoop, jump up and click your heels, and land in the center of the hoop, five times.
- Stand in the hoop and do ten jumping jacks without touching the sides.



### **5. Throwing and Catching Balls**

- Hold the ball in both hands, throw it in the air and catch it.
- Hold the ball in your left hand, throw it in the air and catch it. Repeat with right hand.
- Throw the ball in the air, clap hands, then catch it.
- Throw the ball at the wall: catch it on its rebound before it hits the ground.
- Throw the ball at the wall, let it bounce once, then catch it.
- Throw the ball at the wall, turn around, and catch the ball on the first bounce.
- Dribble the ball with your right hand. Repeat with your left hand.

- Dribble the ball balancing on one foot. Repeat with the other foot.
- Dribble the ball down the line (taped on the floor) and back.
- Sit down, legs spread apart, and dribble the ball in between legs.
- Lie down on your back, throw the ball up in the air, and catch it.

## **6. Throwing and Catching Balloons**

- Keep the balloon in the air with these parts of your body:

left hand	right hand	both hands
head	nose	shoulders
elbows	hips	knees
feet	back	stomach
- Sit down and keep the balloon in the air using just your hands, feet, or head.
- Lying down, keep the balloon in the air using just your hands, feet, or head.
- Kick the balloon from Point A to Point B (marked on the floor).
- Blow the balloon from A to B. Push it with your head from A to B.

## **7. Hopping**

- Hop on both feet ten times.
- Hop on your left foot ten times, then on your right foot ten times.
- Hop in a circle three times.
- Hop on both feet down the line (taped to the floor) and back.
- Hop on your left foot down the line, then come back hopping on the right foot.
- Hop on both feet, clapping each time your feet hit the ground.
- Hop on both feet sideways to the left, then back to the right.
- Hop on both feet while bouncing a ball in front of you.
- Hop on both feet backward down the line and back.
- Write your name on the floor by hopping out the letters.
- Hop as fast as you can, as slowly as you can, and as quietly as you can.

## **8. Jump Roping**

- Spread the rope in a line on the floor; walk along the rope and back.
- Walk along the rope and back by sideways steps.
- Stand facing the rope and jump forward and backward over the rope.
- Stand beside the rope; jump back and forth over the rope until you get to the end.
- Pick up the rope, then jump rope ten times.
- Jump rope with your left foot only, ten times.
- Jump rope with your right foot only, ten times.

**PLAYING  
COOPERATIVE  
GAMES IS ANOTHER  
WAY CHILDREN CAN  
DEVELOP POSITIVE  
SELF-CONCEPTS  
THROUGH PHYSICAL  
ACTIVITIES.**



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## PROGRAM, ACTIVITIES AND ROUTINES

- Jump rope as fast as you can.
- Jump rope down the line (on the floor) and back.
- Jump rope with a friend as many times as you can.

### Playing Cooperative Games<sup>37</sup>

Playing cooperative games is another way children can develop positive self-concepts through physical activities. When children play cooperative games, everybody works together, everybody wins, and nobody loses. Children can play with rather than against each other. They don't worry about how well they will perform and they don't worry about failing. Instead, children focus on having fun during the game.

There are four essential elements to cooperative games:

**Cooperation.** Children learn to share, empathize, pay attention to each other's feelings, and work together toward a common end.

**Acceptance.** Each child has a meaningful role within the game and is partially responsible for the success of the group.

**Involvement.** Children feel a sense of belonging, contribution, and satisfaction because they are part of the action.

**Fun.** Children are free to have a good time without fear of failure or rejection. No matter what their skill level, they can enjoy the game and feel good about their involvement.

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### Try these cooperative games with children ages 5 to 7

**Cooperative Musical Hula Hoops.** This game is a variation of musical chairs. Have several children lay some hoops on the floor. When everyone is ready, turn on a music tape. Stop the music and ask children to hurry to get inside a hoop. Every time the music stops, a hoop is removed. The children have to work together to find room in the remaining hoops for everyone.

As an alternative, pairs of children can stand in a hoop, each holding up half of the hoop at waist level. As the music plays, the pairs of children skip around the room wearing their hoops. Each pair has to move in the same direction and at the same pace. When the music stops, two pairs have to combine in a single hoop. Turn on the music again. Next time it stops, the groups of four have to combine so there will be eight children per hoop. This involves lots of wiggling and giggling.

**Big Turtle.** Picture seven or eight children on their hands and knees under a "shell" trying to move in one direction. You're watching the game Big Turtle! Use a gym mat,

<sup>37</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 279-83, citing based with permission of Terry Orlick, *Cooperative Sports and Games Book*, Pantheon Books, New York 1978.

large sheet of cardboard, or blanket as the shell. The children have to work together to get going in the same direction. An added challenge is to try to get the turtle over a mountain (a bench) or through an obstacle course (large cardboard boxes) without losing their shell.

**Toesies.** Partners lie on their backs or stomachs on the floor, touching feet to feet. They then try to roll across the floor keeping toes touched throughout. Variations include touching one foot or the other, touching feet while sitting, or touching feet with legs criss-crossed.

### **Try these cooperative games with children ages 8 and up.**

**Long, Long Jump.** The objective of this game is for a group of children to jump collectively as far as possible. The first child begins at the starting line and makes a jump. The next player begins to jump where the other child landed. This game can be played indoors or outdoors, backward or forward, standing or running, hopping, skipping, or jumping. Each group can try to exceed the previous record set by an earlier group.

**Collective Stone.** In this game there are no losers, just players involved in batting, fielding, and scoring. First, spread four or five bases on a field or floor. One person starts at home plate and propels (kicks, bats, or throws) an object (ball, puck, beanbag, frisbee, or water balloon) into the field of play. This player then runs around the bases as quickly as possible. Players have to circle around each base, but they don't have to touch them. The fielders try to retrieve the object. The player who retrieves the object has to pass it to all the other fielders. When the last fielder gets the object, he or she yells "stone." The person who propelled the object must stop immediately (stone cold), even if between bases. Runners who have been "stoned" can continue around the bases after the next person up propels an object. Every time someone completes a circuit around the bases, that person scores. The game continues until the collective score equals the number of players—this should mean everyone has scored.

Players can vary the distance between bases and the number of bases to reflect their skill levels and the number of children playing. Fielders can all run to the object and quickly pass it on one another; stay in position with the closest person getting the object and throwing it to another; all run to the object, form a line, and pass the object under their legs; or make up another interesting way to play the game.

**Shake the Snake.** In this game, half the players are shakers and half stompers. Shakers hold eight-foot ropes between their thumbs and first fingers. They wiggle the rope so the end drags along the floor as they are running across the floor or field. Stompers try to step on the rope, thereby pulling it from the shaker's fingers. Once a

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## PROGRAM, ACTIVITIES AND ROUTINES

stomper succeeds, the stomper and the shaker reverse roles. If the group is an uneven number, there can be more stompers than shakers.

**You can adapt familiar games to make them cooperative.**

**Introduce children to these variations on popular games.**

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- Play softball by pitching to your own team, allowing unlimited pitches in which to hit the ball, and allowing every batter to have a turn at bat in every inning. This makes the game interesting for all the players and ensures every player will get a hit.
- Play basketball with no foul shots. You can also require that the ball be passed and touched by all members on the team before shooting. Foul shots slow down the game, so eliminating them makes the game more active. Having all players touch the ball encourages teamwork and cooperation.
- Play volleyball by rotating servers to the other team, allowing players to touch the net, and allowing players to hit the ball twice in a row. This makes it easier for younger children to play along with older ones.
- Play soccer in the “all score” version – everyone has to make a goal before the team can win. This encourages children to involve all players in the action.
- Play any game by rotating the positions. This allows all players to have a turn at different positions and encourages greater skill development. (If one is always positioned out in right field, one is not likely to have too many opportunities to learn to catch a ball.)

## ***Planning and Leading Creative Activities***<sup>38</sup>

It is important to remember when planning and leading creative activities to remain flexible and open to changing your plans. Children may think of different ways to use craft materials, move to music, or carry out an experiment. This is not only “okay,” it is to be encouraged. Some children are always eager to apply their own creativity to a situation and others may catch their enthusiasm. For these children, the planned activity serves as a stimulus, suggesting many more options than you had envisioned. If the result of your planned activity is to spark creativity, then, it is a success.

Some suggestions for activities that can promote creativity:

**Make up a new ending.** Read a story out loud; stop at an exciting moment. Children can work alone, in pairs, or in small groups to make up their own ending to the story. Children can read or perform the new endings, then read the author’s ending.

<sup>38</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 45-47.

**Paper bag plays.** Place a variety of props in several large paper bags. Each bag should have at least as many props as there are children in a group. Give each group a bag. Ask the children to make up a play using the props. Have children perform their plays the same day. The “actors” tend to lose their spontaneity if they have to wait until the next day to perform.

**Make African thumb pianos.** Have children place different lengths of tongue depressors between a piece of wood and the edge of a table. The weight of the wood will keep the tongue depressors in place. Shorter segments will make higher sounds when stroked with the thumb; longer segments will produce lower sounds. Children can experiment with different lengths to tune the instrument to play different songs.

**Tell me about yourself.** Put out a box of photographs of people – old family photos from a second-hand shop, photos from magazines, photos taken by staff or children. The photos should be inclusive of many types of children and families. Ask children to work in pairs. Each pair selects a photo; one child pretends to be the person in the photo while the other acts as an interviewer. The pairs can write or tape-record the “autobiography.” “I was born in Topeka in 1945. My parents ran a small grocery store. I had six brothers, four sisters and...”

**Count to a million (or as close as you can get).** Ask pairs or small groups to think of something – indoors or outdoors – which is made up of a million different parts. For example, children might estimate there are a million grains of sand in the sandbox, a million blades of grass, a million leaves on a tree, or a million floor tiles. Next, ask children to prove their estimate is reasonable. For example, to prove there are a million blades of grass on the field, they might measure the area of the whole field, count the blades of grass in a one square foot area, and use these two measurements to estimate how many blades of grass are on the field.

**Mirror images.** Have each child work face to face with a partner as if looking into a mirror. One child acts as the leader, moving arms, legs, fingers, or head in slow motion. The partner imitates the motions as if he or she was the leader’s mirror image. Children can switch partners or do mirror images to music. Older children can choreograph mirror images and perform them for others.

**Let me tell you about life on earth.** Ask children to use whatever creative medium they prefer to tell a visitor from another planet what daily life is like on earth. Cultural practices they might want to explain include: transportation, sleeping habits, clothes, food (home-cooked and restaurants), toys and games, houses and other buildings, sports, leisure activities, and any others the children think of. Creative media might include drawing, painting, making a video, storytelling, creating a photomural (using original photos or pictures cut from magazines), songwriting, or any others the children think of.

**Make up new rules for a familiar game.** When children seem bored with games and sports, involve them in making up new rules and new ways to play. For example, they might play a variation of baseball by using different equipment – street hockey sticks (instead of bats) and small rubber balls (instead of softballs). Players could run around the bases and score runs, as in baseball; however, children might want to change the rules in other ways to make the game new and different.

**Prop Boxes for School-Age Children**

One way to support children’s social-dramatic play is to create prop boxes—containers filled with materials related to a specific theme or type of play. Prop boxes can be used both indoors and outdoors. They are ideal for programs that operate in shared space because they are easy to set up and store. You can include related books (fiction and nonfiction) and pictures so that children can fully explore their interests. Any sturdy container, perhaps decorated by the children, will do for storage of the props. Introduce new boxes to the group, then store them where children can have easy access to them.

**Prop Boxes for School-Age Children<sup>39</sup>**

**Health Clinic**

Gauze	Real stethoscope	Band-Aids	Beds
Cotton balls	Plastic eye droppers	Play thermometer	Stopwatch
Height-weight chart	Dolls	Paper and pencils	Telephone
Prescription pads	Scale	Stretcher or cot	Hospital gown
Disposable tongue depressors	Red finger paint for blood	Cloth for making bandages	Health provider uniforms
Small suitcase or bag for medical supplies	Books on first aid and preventive health care		

**Veterinarian**

Stuffed animals	Pet carrying boxes	Collars and leashes	Food dishes
Items from health clinic list above	Books on pet care and animal behavior	Pet toys	



<sup>39</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 150-51, citing based with permission, adapted from Cheryl Foster, *Dramatic Play Kits or Prop Boxes*, in *Competency-Based Training Module No 24: Dramatic Play* (Suppl. No. 5) CDA Training Program, Institute of Human Development, Central Arizona College, 1982, pp. 41-46.

**Unisex Hair Stylist**


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Large mirror	Hand mirrors	Hairpins	Towels
Rollers or curlers	Hair nets	Plastic basin	Scarves
Bobby pins	Hair clips	Barrettes and	Headbands
Manicure set	Emery boards	ribbons	Play money
Paper	Pencil	Magazines	Shaving brushes
Shaving cream	Hair dryer and curling	Hair care products	Wigs mounted on
Hairbrushes and combs	iron without cords	(empty containers)	wig stands
(wash after use)	Aprons, large bibs,	Razors (toys or real	
	or smocks	ones without blades)	

**School**


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Books	Chalk	Small blackboard	Pencils
Pencil sharpener	Paper pads	Rulers	Erasers
Attendance book	Red pencil	Stickers	Stamp and pad

**Office**


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Pencils	Pencil holder	Pencil sharpener	Waste basket
Paper and pads	Rubber stamps	Ink pads	Telephones
Phone books	Briefcases	Portfolios	Clip boards
Assorted junk mail	Adding machine	Files	Paper clips
Typewriter or	Discarded business	Portable file box	Scissors
keyboard (from	forms of many types	to hold the props	Staples
recycling center)			

**Live Movies, TV or Stage Production**


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Puppets	Paper money	Empty popcorn	Paper pads
Supplies for making	Large carton with	boxes	and pencils
new puppets	“window” and	Colored paper for	Use with dress-
	painted knobs	tickets or roll	up box to create
		of expired movie	costumes
		tickets	for dancers and
			actors

**Beach**


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Sunglasses	Sun hats	Beach bags	Seashells
Umbrellas	Picnic basket	Fishing poles	Portable radio
Playing cards	Swim goggles	Inflatable tubes	Flippers

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## PROGRAM, ACTIVITIES AND ROUTINES

Buckets and shovels	Sand molds	Frisbees	Plastic thongs
Blankets or beach towels	Empty suntan lotion bottles	Paper plates and cups and plastic utensils	Food (pictures or empty cans or boxes)
Books about beach plants and animals			

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### Gas Station and Automobile Repair

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Work shirts	Caps	Tire pump	Hammers
Pliers	Screwdrivers	Oil funnel	Empty oil cans
Flashlights	Wiring	Air pump	Windshield
Key ring and keys	Rags	Work gloves	wipers
Motor parts (used and washed spark plugs, filters, cable sets, carburetors, gears)	Auto supply catalogs	Large and small boxes to make cars and/or miniature vehicles	Short lengths of hose
			Miniature tool set for use on miniature cars

## ***Some Suggestions for Activities for Cultural Enrichment***<sup>40</sup>

**Science:** *Famous Scientists From Around the World* – An excellent opportunity for children to learn about other scientists who have made great achievements in this field. Research reports can be done, as well as finding literature and visiting locations that teach about scientists and their background. (Younger school-age children may not yet have a global perspective.)

**Food:** *Food to Grow and Learn From* – Discover places from around the world and learn about the foods people eat. This is a great way to combine traditions from other countries in with an activity all children enjoy – eating!

**Music:** *Music From Around the World* – Children of all ages enjoy music, which presents a simple way to teach cultural traditions. Take kids to festivals, concerts, museums, music stores or wherever they can learn about the musical history of different cultures. Additionally, children can make instruments or create their own impressions of the roots of their culture's music.

**History:** *Tell Me of Your Past* – This is a great way for children to learn about their family history. Have children research their family history or any history they choose, and have them learn about life as it was in the past, on a personal level.

<sup>40</sup> Senta Amos and Dawn Ormsby, *Activities for Cultural Enrichment*, 1995.

*Who We Are, Were and Will Be* – This is a type of time capsule, where children put in stories and artifacts about their experiences, and look toward the past and future as well. This can be done in reality, with an actual creation of a capsule, or done in theory, to look at the lessons learned and those we should heed.

**Projects:** *Utopia* – This is an opportunity for children to deal with their own issues in their world. Allow the children to think up, and draw or write about, their own idea of a better world, allowing them to make the rules, and determine what to do when someone breaks them. This should allow them the freedom to discuss what is going on today that they would change, and provides the opportunity for you to teach them about how they can do just that.

*Multicultural Roundtable* – Arrange for children of many backgrounds to come together to discuss the stereotypes, limitations and problems they run into in today's world. Only by confronting each other and dispelling the myths and lies kids ignorantly share, can we hope to come together and clear the hurdles still in our way.

*Mural* – Attempt to find some location where kids can come together and create some good in the form of artwork in their community. These murals can portray a number of things: role models, the reality of life, life as they want it to be or any theme the kids choose.

**Art:** *Shield of Honor* – Draw a shield and split it into six sections. Have topics for each section, and have the kids draw in these areas. Some topics can be lineages, likes, dreams, good qualities, etc.

*Who am I* – This is a collage of sorts, allowing the kids to draw or cut out pictures which they think represent themselves, and who they want to be. This opens up a great arena for discussing role models, goals and ideas.

*Shades of Life/Shades of You* – This is a group project, a rainbow of sorts, where kids all take pictures of themselves and create a rainbow effect of which their class (group) is truly comprised.

*Art From Around the World* – Explore the different types of art from across the globe. This is a chance to discover the history of non-mainstream artists and offer role models for children to respect.

# Learning and Play Materials

## WAC 388-151-110

Note: The material in this section supplements and expands upon the information on Learning and Play Materials on pages 40-52 of the Guidebook.

**Relevant NSACA Standards<sup>41</sup>**

**Key 15: There are sufficient materials to support program activities.**  
The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Materials are complete and in good repair.**  
*Wooden equipment is free of splinters and rough edges.*  
*Hardware is not rusty or protruding.*  
*Board games and puzzles are in sturdy containers and have all their pieces.*  
*There is a wide variety of books in good condition.*

**There are enough materials for the number of children in the program.**  
*Children rarely have to wait a long time to use material, supplies, and equipment.*  
*A system is in place to help children share items in high demand (e.g., computers, pottery wheels, or new games.)*  
*There are enough materials so that several activities can go on at the same time.*

**Materials are developmentally appropriate for the age range of the children in the program.**  
*There are books for every reading ability.*  
*There are simple and more complex puzzles and board games.*  
*There are flexible materials that can be used in many ways (e.g., markers, stencils, paint, and clay).*  
*Many of the materials are adaptable for use by children with differing abilities.*

**Materials promote the program’s mission.**



<sup>41</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 31.

## ***How appropriate materials can support positive child development***

Play is the work of children. They need to play, not just because it's fun but because it is how they learn about themselves and their world. It's how they develop and practice the physical, intellectual and social skills they will need in life.

### **Safety is the first thing to consider<sup>42</sup>**

The materials in a child's environment should be safe. The younger the child, the more careful one must be. The U.S. Consumer Product Safety Commission lists the following potential dangers you should avoid when selecting materials:

- Sharp edges
- Small parts
- Loud noises
- Cords or string that can wrap around a child's neck
- Sharp points
- Toys used to shoot or throw objects
- Equipment inappropriate for an age group. Pay attention to the manufacturer's age level recommendations.
- Electric or battery-operated toys. Make sure they are "UL Approved" and in good repair. Do not allow children to play with wires or batteries.

### **Some materials are more suited to different age groups**

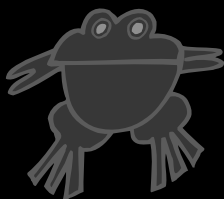
Toys and materials can be introduced at different ages to different children to coincide with the developmental stages for which they are ready. Younger children, for example, may enjoy cooperatively putting together large floor puzzles with only 10-50 pieces while older children may enjoy working on larger 500-1,000 piece puzzles.

Other sections of this chapter will give you more detail about types of materials that you may want to consider for children of different ages as well as what might be appropriate for indoor and outdoor activities.

<sup>42</sup> Washington State Department of Social & Health Services, The Child Care Center Licensing Guidebook, DSHS, 1996, p. 46.

### Expanding the universe of play for younger children (age 6-8)<sup>43</sup>

YOUNGER CHILDREN  
ARE EAGER TO  
EXERCISE THEIR  
MUSCLES.



Younger children are eager to exercise their muscles. Using their large muscles, they like to jump, climb, skate, ride bikes, play ball or swim. Using their small muscles, they like to practice printing, drawing with pencils, stringing small beads, cutting out paper dolls and working jigsaw puzzles. They're interested in magic and dramatic play, reading and games and they're beginning to take an interest in the wider community.



*Some suggestions for broad areas of materials to have available to enhance learning and creativity in children ages 6 to 8:*

#### **Active**

- *Simple ride-on toys and push scooters;*
- *Outdoor and gym equipment, complex climbing structures and jump ropes; and*
- *A variety of sports equipment for softball, basketball (junior size for ages 6-7), soccer, badminton and Ping-Pong (age 8).*

#### **Manipulative**

- *Construction toys such as large sets of blocks or sets made out of wood, plastic or metal;*
- *Puzzles (50-100 pieces);*
- *Pattern-making toys and various materials to produce products such as wood, plastic, paper, cardboard, beads, tiles, cloth, or block printing kits to produce designs;*
- *Manipulative toys such as complex lock boxes, small number of rods and blocks, math models and mechanical models;*
- *Materials for dressing, lacing and stringing; and*
- *Sand and water play toys.*

<sup>43</sup> Children's Hospital & Medical Center, Child's Play: Suitable Toys for Various Kinds of Play: 6, 7, 8 Year-Olds. Children's Hospital & Medical Center, Seattle 1996.

***Make-Believe***

- *Dolls with lots of accessories and special equipment;*
- *Big baby dolls, fashion/teenage dolls, collector dolls, paper dolls, and fantasy character/action dolls;*
- *Stuffed toys both large and small, realistic and unique; especially replicas of famous animals;*
- *Soft hand puppets, rod puppets, puppets with arms or jointed, along with puppet theater;*
- *Role-playing materials such as clothing, disguises, makeup, and props;*
- *Play scenes for dolls and children; and*
- *Transportation toys.*

***Creative***

- *Musical instruments, especially rhythm instruments;*
- *Children may begin to become interested in formal lessons in dance and music.*

***Arts and Crafts Materials***

- *A wide variety of art materials including paints, markers, pencils, chalks, papers, design books, glues, scissors, clay, and kits (a more complete list of possible materials to have is included at the end of this chapter).*

***Audio-Visual Equipment***

- *Record, tape players or compact disk (CD) players;*
- *Blank tapes to make own recordings;*
- *Story and book records, tapes and CDs; and*
- *Music in a variety of styles.*

### ***Materials to Promote Learning***

- *Simple strategy and rule games such as dominoes, marbles, race games, cards, checkers, Chinese checkers, word games, bingo, simple math and spelling games, simple quiz and guessing games, and games based on familiar characters with fantasy or adventure themes;*



- *Specific skill development toys such as conceptual models (human body, physical world, space, stars, moon), science models and weather kits, clocks, calculators, balance and other scales, microscopes, telescopes, field binoculars, toy or simple typewriters and more complex video, electronic or computer games; and*

- *Books that serve the developing interests of younger children such as myths, legends, biographies, poetry, fairy tales, children, animals, nature, space, planes, electricity and magic.*

### **Expanding the universe of play for older children (age 9-12)<sup>44</sup>**

As children get older and have more experiences, they also have more preferences and learn there is a wider world of choices for them to explore to satisfy their interests and tastes. Boys and girls both enjoy more complex games of skill, more detailed dolls, toys and activities; they like increasing exploration of art, music, books and outdoor activities. Having a wide variety of materials available allows children to experiment and grow.



*Some suggestions for broad areas of materials to have available to enhance learning and creativity in children ages 9-12:*

#### ***Active***

- *Outdoor/gym equipment including complex gym set;*
- *A wide range of sports of equipment such as baseball, basketball, football, soccer, croquet, Ping Pong, badminton, tennis and other equipment; and*

<sup>44</sup> Children's Hospital & Medical Center, Child's Play: Suitable Toys for Various Kinds of Play, 9-12 Year-Olds, Children's Hospital & Medical Center, Seattle 1996.

- *Ride-on toys such as bicycles or battery-powered ride-on used with appropriate safety equipment and adult supervision.*

***Manipulative***

- *Construction toys such as large sets of blocks, wood or plastic or metal construction sets; and models, the more realistic the better;*
- *Puzzles (age 8-10: 100-500 pieces; age 10: 500-2,000 pieces) including three dimensional puzzles;*
- *Pattern-making toys in virtually any medium (wood, plastic, paper, cardboard, cloth, tiles, beads, etc.);*
- *Manipulative toys such as math models, mechanical, science or simple physics models;*
- *Dressing, lacing, stringing toys including beads, handlooms, jewelry-making kits, age-appropriate knitting and needlepoint kits, leather sewing kits, leather and plastic braiding kits; and*
- *Sand and water play toys.*



***Make-Believe***

- *Dolls with increasing detail and role-playing potential such as career or character-oriented dolls and action figures;*
- *Stuffed toys of varying sizes, unusual, unique or very realistic toys and replicas of famous or well-known animals;*
- *Puppets which can be manipulated and incorporated into scripted puppet plays, theater, curtains and scenery including hand puppets, puppets on rods, stringed puppets or handmade puppets;*
- *Role-playing materials such as dolls, doll houses, toy soldiers, scale model toys, cooking and sewing equipment, makeup or disguise kits, props, adult clothes and costumes for plays and dramatics;*
- *Play scenes such as doll houses or sets, and collections such as forts, robots, kitchens, etc; and*
- *Transportation toys.*

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## PROGRAM, ACTIVITIES AND ROUTINES

### ***Creative***

- *Musical instruments either real or homemade; and*
- *Lessons in dance, art, music, singing or performing.*

### ***Arts and Crafts Materials***

- *A wide variety of art materials including paints, markers, pencils, chalks, papers, design books, glues, scissors, clay, and kits (a more complete list of possible materials to have is included at the end of this chapter).*

### ***Audio-Visual Equipment***

- *Record, tape players or CD players;*
- *Blank tapes to make own recordings;*
- *Story and book records, tapes and CDs; and*
- *Music in a variety of styles.*

### ***Materials to Promote Learning***

- *Games requiring speed, dexterity, strategy, concentration and healthy competition such as chess, checkers, card games, board games, word and spelling games, dominoes, Chinese checkers, bingo, marbles, Parcheesi, theme and strategy games;*
- *Specific skill development toys such as conceptual models (human body, physical world, stars, space), science kits, microscopes, telescopes, field binoculars, clocks, watches, stopwatches, calculators, typewriters, computers with creative programs; and*
- *Books that cover a wide range of topics and interests.*

## **Providing Culturally Relevant, Anti-Bias Materials<sup>45</sup>**

A balanced, cultural program is important for all children, families and staff. It is essential to set the stage through appropriate role modeling. Children start developing their attitudes about others and themselves before age two by observing the way we and

<sup>45</sup> Washington State Department of Social & Health Services, The Child Care Center Licensing Guidebook, 1996, pp. 49-51.

others define sex, skin color, how we walk, talk, dress and talk about other people. You can have a powerful influence on these attitudes.

At their best, multicultural, nonstereotyping materials and activities:

- Support each child's sense of self and family;
- Teach children to accept and appreciate differences and similarities between people; and
- Help children better understand the ways of others in their community and around the world.

**DRAMATIC PLAY SPACES PROVIDE OPPORTUNITIES TO HELP CHILDREN LEARN ABOUT THEMSELVES.**

The dramatic play area is a particularly good place for children to act out their developing awareness of the people around them. They need more than a pretend kitchen, however. They also need time, tools, clothes and spaces. Providing such materials will allow for experimenting with living and working experiences both inside and outside the home. Children delight not only in playing in dress-up clothes but playing with puppets for acting out dramatic scenes. Dramatic play spaces provide opportunities for children to:

- Overcome sexual stereotypes;
- Let children experiment with life in different cultures;
- Help children better understand people with special needs; and
- Help children learn about themselves.

Including tan, brown and black in paints, crayons, paper, collage materials and playdough in the art area also allows children to extend their new-found understandings. As the provider, you can reinforce these new understandings by using positive and open language when referring to different colors. For example, you can describe the black in a child's drawing as bold, strong, or shiny rather than calling it dark.



*Some suggestions for learning materials that can make children more aware of other people and more comfortable with their own heritage:*

- *Books should accurately depict men, women and children of different family types, races, cultures, income levels, and occupations living their daily lives and solving problems.*
- *Use puzzles, dolls, pictures, and toys representing various cultures and non-traditional male and female occupations.*
- *Have a selection of music from various cultures.*
- *Pictures on display should also represent a diversity of cultures and gender roles. Pictures will mean more to children if you discuss them before putting them up.*
- *Dolls can be male and female, representing a diversity of races, cultures and lifestyles.*
- *Experiment with opportunities for children to experience other languages in spoken, song, or written form and including Braille and sign language.*
- *Offer popular foods of different cultures for snack, lunch and special celebrations.*

When searching for materials or experimenting with activities to promote connection and community among children, look for materials that reflect the children's ethnicity, show people with disabilities engaged in meaningful tasks, or allow both boys and girls to see themselves in nonstereotyped roles.<sup>46</sup>

<sup>46</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, p. 202.

# Chapter 3

## Human Relationships

### Chapter 3

*Staff-Child Interactions*  
(WAC 388-151-120)

*Responding to Individual Needs*

*Positive Interactions Among Children*

*Encouraging Children to Make Choices and Become More Responsible*

*Staff Interact with Children to Help Them Learn*

*Behavior Management and Discipline*  
(WAC 388-151-130)

*Positive Interactions Between Staff and Families Under Stress*

*Staff Work Well Together to Meet the Needs of Children*

### *Staff-Child Interactions WAC 388-151-120*

Note: The material in this section supplements and expands upon the information on Staff-Child Interactions on pages 52-56 of the Guidebook.

#### **Relevant NSACA Standards<sup>47</sup>**

##### **Key 1: Staff relate to all children and youth in positive ways.**

The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

##### **Staff treat children with respect and listen to what they say.**

*Staff do not intrude or interrupt children.*

*Staff make statements like “Keep trying; you can do it!”*

##### **Staff make children feel welcome and comfortable.**

*Staff project a tone of welcome in their voices and gestures.*

*Staff acknowledge children when they arrive and depart.*

##### **Staff respond to children with acceptance and appreciation.**

*Staff are kind and fair to all children.*

*They include all interested children in activities and events.*

*They do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance or disability, etc.*

##### **Staff are engaged with children.**

*Staff talk and play with the children.*

*Staff participate in many activities with children.*

*Staff spend little time on tasks that do not involve the children.*

### ***What It Means to be “Nurturing, Respectful, Supportive, and Responsive”<sup>48</sup>***

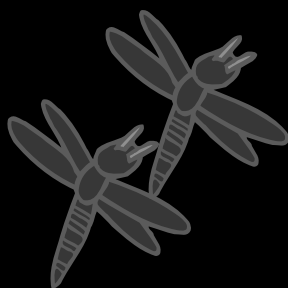
When you use words that are respectful and supportive, children will want to listen and use the information. Words that demonstrate respect and caring help build a child’s self-esteem.

Whether delivering praise or instructions for an activity, it is important to talk to children using the same courteous voice you use with your friends or family. Begin by giving the child your full attention. Stand, sit close to, or kneel down by the child and establish eye contact. Listen carefully so you can determine what the child is really saying and feeling.

<sup>47</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 10.

<sup>48</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 104-05.

**SHOW RESPECT FOR  
WHAT CHILDREN  
HAVE TO SAY.**



Talking to children in nurturing, respectful, supportive, and responsive ways takes some practice. This chapter contains some ideas and examples for you. It may be awhile before new ways of listening and talking to children feel natural. As you practice, you will find many opportunities throughout the day to talk with children and listen to them in ways that communicate acceptance and respect.

### ***Encouraging Children to Express Their Ideas, Experiences, and Feelings***<sup>49</sup>



*Some suggestions for interacting with children in ways that encourage them to express their ideas, experiences, and feelings:*

- *Asking children open-ended questions to encourage them to think and express their ideas;*
- *Supporting children's bilingualism through activities and interactions in the program;*
- *Showing respect for what children have to say;*
- *Observing children's nonverbal cues and using the cues to ask questions about their ideas and feelings;*
- *Helping children find words to express their ideas and feelings; and*
- *Accepting children's use of slang and popular expressions while serving as a model for standard use of language.*

### ***Encouraging Self-Esteem, Independence, and Creativity***

Providers can support a child's development of self-esteem, independence, and creativity through daily interactions and specific learning opportunities. A child's development in these areas will be influenced not only by interaction with providers, but also through relationships with other children.

<sup>49</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, p. 366.

## BUILDING A POSITIVE RACIAL/CULTURAL IDENTITY TO DEVELOP SELF-ESTEEM

A healthy racial/cultural identity, plus skills to aid in recognizing and combating racism, are essential to all children's self-esteem and ability to function productively in our society. Developing positive racial attitudes within all children is a major responsibility of providers.<sup>50</sup>

## Some Definitions and Examples of Anti-Bias Practices, Multicultural Practices, and Culturally Relevant Practices<sup>51</sup>

### Anti-Bias Practices

- This is an active approach to challenging prejudice, stereotypes, bias, and the "isms."
- This approach values diversity and promotes activism.
- Differences are acknowledged openly and represented in developmentally appropriate materials and practices.
- The environment includes culturally relevant materials that reflect all the children enrolled.
- Cultural differences are woven throughout every theme (i.e., different ways people live in families), rather than focusing on different cultures in a thematic way.
- Adults consistently offer affirmation of differences in children, recognize the potential for misinformation and stereotyping and guide children accordingly.
- Adults take opportunities to point out fair and unfair attitudes and practices. They model and provide information on ways people have worked to change unfair rules.

**CULTURAL  
DIFFERENCES ARE  
WOVEN  
THROUGHOUT EVERY  
THEME**



### Multicultural Practices

- This approach preserves and shares accurately different cultures and cultural identities with our country.
- All the diverse cultures in this country are truly affirmed.
- Practices which recognize differences in a positive and meaningful way are used in this approach.
- In this approach, all of the children's varied racial and ethnic backgrounds, gender, family styles, structures and experiences, are acknowledged.

<sup>50</sup> *Developing Positive Racial Attitudes.*, pp. 1-2.

<sup>51</sup> Definitions for Small Group Work, compiled by Theresa Lenear.

### Culturally Relevant Practices

- The environment reflects the home environments of the enrolled children and families.
- Program practices represent and reflect the backgrounds, current family practices, and customs of the enrolled children.
- The families' first language(s) are used and supported.
- This approach validates the experiences of children, especially those of children of color who may not always be valued for who they are.
- Adults promote strong cultural identities while teaching skills for functioning successfully in the dominant culture, so children are supported in becoming bicultural.

The above definitions are working definitions, drawn from a variety of sources. Please keep in mind that these definitions are growing and changing—evolving, not static. You may feel free to add to them.



*Some suggestions for activities and discussions providers can initiate to build a positive racial and cultural self-identity:*

- *Talk about the child's skin color, features and hair texture in positive ways.*
- *Admire physical characteristics of other children and adults in the same racial group.*
- *Discuss leaders from a variety of disciplines or members of the child's racial group of whom you are especially proud; make books about them and display photographs or paintings of them.*
- *Offer a selection of books that depict the child's heritage and racial group in a positive way.*
- *Talk about the difference between feelings of superiority and feelings of racial pride.*



*Some suggestions for activities and discussions providers can initiate to develop positive attitudes toward racial/cultural groups or family structures different from the child's:*

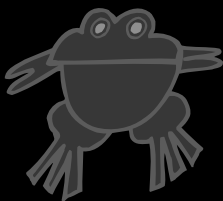
- *Expose children to a large variety of experiences, information, and images about each cultural group in order to develop an understanding of rich cultural patterns and diversity.*
- *Make clear that **all** shades of skin, types of hair and other racial features are beautiful and are of equal value.*
- *Include activities and discussions about positive, non-stereotypical family structures such as foster families, gay and lesbian families, grandparents, step-parents, etc.*
- *Provide opportunities for children to interact with a mixed racial/cultural group of people.*
- *Remember that “actions speak louder than words.” Children will model what you do.*



*There are a number of other ways that you can help children accept and appreciate themselves and others, such as:<sup>52</sup>*

- *Offering a wide variety of activities that do not limit children's options because of individual differences.*
- *Avoiding biased remarks regarding gender, sexual orientation, disabilities, culture, race, ethnic background, or any other difference.*
- *Acknowledging children's efforts and accomplishments.*
- *Reinforcing children's behavior when they cooperate with others, help someone achieve a goal, or show they value others' accomplishments.*
- *Allow children to discuss what it means to behave respectfully toward their group.*

**CHILDREN WILL  
MODEL WHAT YOU  
DO.**



<sup>52</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 81-82.

### INDEPENDENCE<sup>53</sup>



*Some suggestions for interacting with children in ways that encourage and respect original thoughts and ideas and promote self-expression:*

- *Offering activities that allow children to develop and carry out their own plans;*
- *Introducing children to brainstorming so they can use it as a problem-solving tool;*
- *Responding to children's ideas for projects and activities;*
- *Avoiding the use of coloring books, prepackaged craft projects, and worksheets;*
- *Helping children understand it takes hard work and practice to develop their talents;*
- *Encouraging children to take risks, learn from their mistakes, and try again;*
- *Inviting children to display or share the results of their creative work;*
- *Asking a variety of questions that encourage children to think about things in new ways; and*
- *Modeling creativity by sharing your own interests, taking risks, and solving problems.*



*Some suggestions for providing children with opportunities to be successful and feel competent:*

- *Providing opportunities for children to develop leadership skills;*
- *Helping children deal with setbacks by accepting their feelings about failures and responding respectfully;*
- *Encouraging children to learn through trial and error;*

<sup>53</sup> Ibid., p. 14-15, 81-82.

- *Involving children in the daily operations of the program and completing weekly chores; and*
- *Helping children gain the skills they need to complete a task so they can overcome fear of failure.*

## CREATIVITY<sup>54</sup>

Creativity, like talent, is somewhat inborn. However, you can do a lot to motivate children to be creative. Good providers use a well-designed program stocked with open-ended materials and resources, and staffed with skilled people to motivate young people to be creative. Some examples of the characteristics of such a program and its staff follow:

- The daily schedule provides large blocks of time during which children can choose what they want to do and with whom they would like to be.
- Most planned activities are voluntary. Children can choose to participate or not.
- There are a wide variety of materials, activities, and interest areas to meet the varied interests of children and to accommodate a wide age range.
- Children are exposed to art and other creative products – music, paintings, inventions, dance, sculpture.
- The program invites art, music, dance, drama, and other specialists to offer classes on site for interested children.
- Staff serve as facilitators rather than directors. They create the environment, provide opportunities, ask stimulating questions, and guide the children's participation.
- Staff allow children to make messes and mistakes. They let children make and carry out their own ideas and plans.
- Children's differences are valued.

**STAFF SERVE AS  
FACILITATORS  
RATHER THAN  
DIRECTORS.**



## ***Treating All Children Respectfully and Individually***

Treating all children respectfully and individually has two important elements. The first is avoidance of any type of bias or discrimination based on race, religion, culture, gender, disability, family structure, sexual orientation, or any other difference. The second is responding to the individual abilities, needs, and backgrounds of children. This second topic is covered elsewhere in this Companion Guide.

<sup>54</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 27-28.

## *Responding to Individual Needs*

Note: The material in this section supplements and expands upon the information on Staff-Child Interactions on pages 52-56 of the Guidebook.

### **Relevant NSACA Standards<sup>55</sup>**

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**Key 2: Staff respond appropriately to the individual needs of children and youth.**  
The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Staff know that each child has special interests and talents.**

*Staff are able to spend time with individual children.*

*Staff are eager to hear about events in children's lives outside the program.*

**Staff recognize the range of children's abilities.**

*Staff vary their responses to match children's ages and abilities.*

*Staff help children become focused and engaged.*

**Staff can relate to a child's culture and home language.**

*Staff help children use books, music, and tapes in different languages.*

*Children have an opportunity to speak their home language with peers and staff.*

**Staff respond appropriately to the range of children's feelings and temperaments.**

*Staff try to assess children's feelings before attempting to solve a problem.*

*Staff remain calm and patient with an angry child.*

*Staff comfort a child who appears hurt, upset, or disappointed.*

## ***Each Child is Unique<sup>56</sup>***

Each child in your program is a unique human being. By the time children begin school, they have developed personality traits that are likely to continue throughout childhood and into their adult years. School-age children have many influences in their lives – parents, siblings, and other family members; neighbors; teachers and friends at school; and school-age care staff. In addition, children's development is affected by their culture, ethnicity, place of worship, and involvement in community activities such as organized sports and scouts. It is important to learn about each child and the context

<sup>55</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 10.

<sup>56</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 95.

(home, school, and community) in which he or she is growing up. By getting to know each child, you demonstrate appreciation for his or her unique characteristics. As a result, children learn to value themselves.

Although most children pass through the same stages of development in the same order, each child develops according to an individual timeline which can be faster or slower than the norm for a specific age group. In addition, children's development is uneven—a child may be more advanced than her age-mates in one area (for example, riding a two-wheeler before her friends have mastered this physical skill) and less advanced in another (e.g., learning to do long division after most of her peers).

### ***Factors Affecting a Child's Temperament***<sup>57</sup>

A child's temperament affects how he or she responds to people and environments. Children's temperament can cause them to vary in the following ways:

**Activity level.** Some children are always on the move; others are content to sit and read or work on a puzzle for long periods of time.

**Regularity of body rhythms.** Some children have highly regular body rhythms; they function most effectively when routines occur at the same time each day. Children who have less predictable body rhythms may need more flexible schedules.

**Adaptability.** Some children find it easy to get used to new situations and people. Others need extra time to adapt.

**Intensity.** Some children experience emotions at extreme levels; other have “low-key” responses to people and situations.

**Distractibility.** Some children can focus on what they are doing without being distracted by other activities. Highly distractible children may need help from staff to repeat directions and help them stay on topic in a conversation.

**Persistence.** Some children can stick with a task for long periods of time; others need encouragement or frequent breaks.

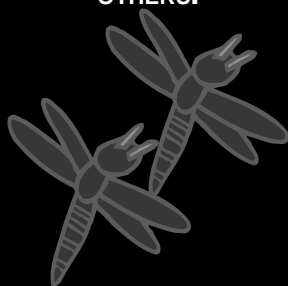
### ***Developing a Positive and Supportive Relationship with Each Child***<sup>58</sup>

To develop a positive and supportive relationship with each child, you must get to

<sup>57</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2, Washington, DC: Teaching Strategies, Inc., 1995, pp. 95-96.

<sup>58</sup> Ibid., pp. 80, 98-99.

REMEMBER THAT  
SOME CHILDREN  
WILL BE HARDER  
FOR YOU TO  
UNDERSTAND THAN  
OTHERS.



know them. One of the best ways to begin to do this is to carefully observe children and note their personality, learning style, temperament, strengths, family structure, interests, and needs. You can also ask children about themselves in conversations and talk with their parents. You can then let them know specific things you value about them.



*Here are several suggestions to help you get to know and respond to individual children:*

- *Accept and respect individual differences without trying to change children.*
- *Encourage children to express their ideas and opinions without judging whether they are “good” or “bad.”*
- *Be aware of your own style. How does your own style affect your interactions with children?*
- *Observe children frequently, especially those with whom you find it hard to work or to understand. Ask yourself what these children seem to be thinking and feeling. Look for patterns to give you insight into their behavior.*
- *Ask a colleague or supervisor to observe a child whose behavior you feel you do not understand or whose behavior you are having trouble handling. Often a fresh perspective gives insight.*

Remember that some children will be harder for you to understand than others. Although it's easy to spend lots of time with the children who are your favorites, make a point of spending individual time with every child frequently. You will likely discover something interesting or appealing about the child that you didn't see at first.

### ***Development of Racial/Cultural Awareness; How Prejudice is Formed***<sup>59</sup>

Normal development in the early years contributes to children's awareness of attitudes toward race and culture. Here's what is happening developmentally for younger school-age children:

<sup>59</sup> Stacy York, *Roots & Wings: Affirming Culture in Early Childhood Programs*, pp. 164-166, 169.

### Five- to Six-Year-Old Children

Children of this age are still into asking questions and trying to make sense of the world. They continue to be interested in physical differences and can easily describe themselves in terms of their own physical features. They are more group oriented and can begin to understand cultural identity. Five- and six-year-old children will enjoy exploring the cultural heritages of other children in their program. They can begin to identify stereotypes as they struggle to discriminate between real and pretend.

Children at this age can be very rule bound and rigid in their behavior. They like to make rules and will get into conflicts of fairness. Their understanding of gender and racial behavior may be very rigid and traditional and, as a result, they may tend to choose friends of the same sex and race.

Five- and six-year-old children use their increased language ability as their main way of showing aggression. Whereas, preschoolers often use hitting to retrieve a toy or keep a child out of their play, older children use their words to hurt others. They will use insults and call each other names as much as four-fifths of the time. This verbal aggression can be counteracted with discussions of fair and unfair, as this is a moral concept they are able to understand.

### Seven- to Nine-Year-Old Children

Between the ages of 5 and 7, children experience a major shift in their thinking. They finally understand that things stay the same even though they may change in appearance. Thus, children realize their gender and skin color will stay the same as they grow into adulthood.

Fully realizing that their culture comes from their family, they add the concept of group membership to their own identity and use it to distinguish themselves from others. School-age children can also consider more than one attribute at a time. This allows them to understand that they are a member of a family, an ethnic culture, a classroom, a religion, and a citizen of a town, state, and country.

School-age children are very interested in and aware of the world. They want to know what is going on now as well as what happened a long time ago. They can learn about important people and events that have shaped the world.

In terms of emotional development, school-age children understand the feelings of shame and pride. They are able to talk about and describe these feelings. They develop a true sense of empathy for others, being much more able to put themselves in someone else's shoes.

During the years from 7 to 12, parents and adults will play a major role in helping the child to rethink values and beliefs. It is critical that programs provide children with accurate information so that their understanding does not stay like that of preschoolers – distorted and inaccurate.

**SCHOOL-AGERS ARE  
VERY INTERESTED IN  
AND AWARE OF THE  
WORLD.**



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### Steps in the Development of Prejudice

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**Awareness** – Being alert to, seeing, noticing, and understanding differences among people even though they may never have been described or talked about.

**Identification** – Naming, labeling, and classifying people based on physical characteristics that children notice. Verbal identification relieves the stress that comes from being aware of or confused by something that you can't describe or no one else is talking about. Identification is the child's attempt to break the adult silence and make sense of the world.

**Attitude** – Thoughts and feelings that become an inclination or opinion toward another person and their way of living in the world.

**Preference** – Valuing, favoring, and giving priority to a physical attribute, a person, or lifestyle over another, usually based on similarities and differences.

**Prejudice** – Preconceived hostile attitude, opinion, feeling, or action against a person, race, or their way of being in the world without knowing them.

### *Teaching Children to Resist Bias*<sup>60</sup>

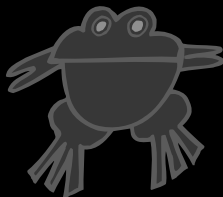
Children's learning experiences can help them form a strong, positive self-concept and grow up to respect and interact comfortably with people different from themselves. Without such learning experiences, children are likely to succumb to the biases that pervade our society and result in unfair treatment of many people.

Bias based on gender, race, disability, or social class creates serious obstacles to all children's healthy development. When areas of experience are gender stereotyped and closed to children simply because of their sex, neither boys nor girls are fully prepared to deal intellectually or emotionally with the realities and demands of everyday life.

Children with disabilities are severely harmed if their access to the educational and community experiences necessary for well-rounded development is limited. Children without disabilities also lose out when they are prevented from knowing and comfortably interacting with different types of people.

Racism attacks the very sense of self for children of color. It creates serious obstacles to their obtaining the best education, health care, and employment. Racism also teaches white children a false identity of superiority and distorts their perceptions of reality. Thus they are not equipped to fairly and productively interact with more than half the world's humanity.

**RACISM ATTACKS  
THE VERY SENSE OF  
SELF FOR CHILDREN  
OF COLOR.**



<sup>60</sup> Louise Derman-Sparks, Maria Gutierrez, and Carol Brunson Phillips, *Teaching Young Children to Resist Bias—What Parents Can Do* (Washington, DC: National Association for the Education of Young Children, 1989), pp. 1-2.



*Because we live in a society with pervasive biases, it is important for providers to actively foster children's anti-bias development. Here are some ways you can do that:*

- *Create an environment that deliberately contrasts the prevailing biased messages of the wider society.*
- *Provide books, dolls, toys, wall decorations, and music that reflect diverse images that children may not likely see elsewhere.*
- *Make it a firm rule that a person's identity is never an acceptable reason for teasing or rejecting them. Immediately step in if you hear or see a child engage in such behavior.*



## ***Special Populations/Including Children with Disabilities***

One of the special populations that school-age care programs are likely to serve is children with special needs. Some special needs or disabilities include physical and medical disabilities, developmental delays, learning disabilities, and children at risk due to environmental stresses (children who are homeless, abused, not receiving proper medical attention, suffering from mental stress, etc.).

Children with special needs have many of the same needs as other children but often have fewer means of fulfilling them. Making friends, stretching their minds creatively and intellectually, broadening their horizons, and developing strong positive ties with adult caregivers are needs common to all children.

In addition to their need for child care, families of school-age children with disabilities may need a respite from and lots of support for the demanding job of parenting a child with a special need.<sup>61</sup>

## ***The Americans With Disabilities Act***<sup>62</sup>

In 1990, the U.S. Congress passed the Americans with Disabilities Act (ADA). The ADA defines a child with disabilities as one whose physical or mental impairment

<sup>61</sup> YMCA of the USA, *YMCA School Age Child Care*, Human Kinetics Publishers, Inc., 1992.

<sup>62</sup> *Special Care for Every Child: Serving Children with Special Needs in School-Age Care*, The School-Age Child Care Project, Center for Research on Women, Wellesley College 1996., pp. 1, 2, 4.

substantially limits that child from caring for her or himself (to the degree that is age-appropriate), from performing certain manual tasks, or from any other “major life activity,” such as walking, seeing, hearing, speaking, breathing, or learning.

The intent of the legislation is to prohibit discrimination against people covered by this definition. The variety of conditions covered under this definition is very large: from allergies to cerebral palsy to HIV infection to conditions that are difficult and somewhat controversial to diagnose, such as attention deficit disorder and severe behavioral problems. You cannot deny services without trying. Even if you have no training, you have to give it a try and document your efforts.

How do you find out if an applicant for your program has special needs? In conditions that are not physically obvious, a parent may or may not disclose the information on the application. On the application, you may want to ask, “Does your child require any special support during activities such as eating, napping, dressing, toileting?” To reduce fears of disclosing information about a child, you should put on your application form that all information is confidential. This information should be requested for all children. You may **not** ask, “Does your child have a special need or disability?”

Accommodating children with disabilities is a cost of doing business, and your fee structures will need to reflect this fact. Unless a parent with a child who has special needs makes an *unsolicited* offer to pay higher fees, *you may not charge more than you charge other parents*. The only exception to this would be the cost of an independent professional, such as a speech therapist, whose services come from outside your legal responsibility. To cover the cost of changes needed to accommodate a child or children with disabilities, you may legally raise rates, but you must raise them uniformly across the spectrum for all parents.

### DSHS “SPECIAL NEEDS RATES”<sup>63</sup>

The state Department of Social and Health Services will pay a special needs rate to child care providers for children who qualify. The child must be under the age of 20 and his or her special need must be substantiated by a medical or mental health professional.

Before authorizing a special needs rate, the DSHS caseworker will explore other funding alternatives such as services through the Division of Developmental Disabilities (DDD) or the public schools (under Title XX). There is no set special needs rate. DSHS staff normally speak with the parent/guardian(s) about the level of the child’s needs and ask the provider how much it costs to meet the child’s special needs.

For questions on this resource, contact your local DSHS Community Service Office.

<sup>63</sup> DSHS Policy on Special Needs Rates Economic Services Administration, School-Age Care Quarterly Spring 1998, p. 7.

## ***“Public Accommodations” Requirements of the Americans With Disabilities Act<sup>64</sup>***

Almost all child care providers, regardless of size or number of employees, must comply with portions of the Americans With Disabilities Act (ADA). A brief explanation of the requirements is set forth below, and additional information and assistance is available through the resources list at the end of this Companion Guide.

**Inclusive Settings** – A child cannot be excluded from regular activities. A center should plan and organize activities to include all children. Examples:

- Use hand movements with songs to include a child with a hearing disability.
- Provide tapes and records in the book center for the child with a visual disability.

**Elimination of Unnecessary Eligibility Criteria** – A child care center or family day home cannot impose rules that may screen out children with disabilities. A center is required to make changes in any policies which would deny enrollment to a child based on his or her disability. Examples:

- Eliminate rules requiring all children must walk and talk, or be toilet trained.
- Eliminate rules stating children with behavioral problems are not accepted.

**Reasonable Modifications in Policies, Practices, and Procedures** – A child care center or family day home is required to review its policies and make necessary changes in daily activities to include children with disabilities. However, if changes would affect the nature of the program dramatically, the change may not be required. You are not required to remove barriers that would fundamentally alter your facility or place an undue burden on the program.

Each child has different needs, and each change should be determined on an individual basis. Examples:

- Provide simple instructions and repetition for children with developmental delays.
- Allow therapists to provide on-site services for a child with a speech or physical disability.
- Provide toileting assistance to children with disabilities (even if they are not toilet trained) if you typically provide such assistance to other children.

**Removal of Architectural and Structural Barrier** – Child care centers and family child care homes are required to provide easy access to their facilities and activities for

<sup>64</sup> All Kids Count: Child Care and the ADA, published by The ARC's National headquarters in Arlington, Texas (800-433-5255).

children with disabilities by removing obstacles if doing so is “readily achievable.” It need not fundamentally alter or place an undue burden on a provider. Examples:

REMEMBER,  
ALTERNATIVE  
METHODS ARE ONLY  
ACCEPTABLE WHEN  
REMOVING AN  
OBSTACLE IS NOT  
READILY  
ACHIEVABLE.



- Provide a disabled parking place.
- Provide firm, smooth non-slip surfaces for a child using a wheelchair or crutch.
- Rearrange the furniture to provide a clear pathway.
- Provide a ramp.
- Provide rails in the restroom.

**Readily Achievable Alternative Measure** – If a center cannot easily remove an obstacle, it is required to use alternatives, if the alternatives are “readily achievable.” Remember, alternative methods are only acceptable when removing an obstacle is not readily achievable. You should be creative and call on a variety of community resources for help in removing obstacles. Examples:

- Restrooms cannot be made accessible without much difficulty. With parent approval, staff agree to help the child to the restroom.
- A water fountain cannot easily be made accessible. A water cooler with cups is provided.

**Furnish Auxiliary Aids When Necessary** – A child care center or family child care home is required to provide communication to children who have vision, hearing, speech, or cognitive disabilities that is equally effective as that provided for nondisabled children. If the center can show that providing a particular aid or service is very difficult or costly, the aid or service may be considered an “undue burden” and not be required. Child care centers are not required to purchase prescribed hearing aids, eyeglasses or other services of personal nature for children with disabilities. Examples:

- Provide activities with small simple steps for children with cognitive disabilities.
- Provide picture books, large print books, and Braille books for children with visual disabilities.

**Nondiscrimination Against an Individual or Entity Because of Known Association With A Person With A Disability** – A child care center cannot refuse to accept a child because the child knows or is related to a person with a disability. Example:

- A nondisabled child has a younger sister with the HIV virus. The nondisabled child cannot be refused enrollment because of her sister’s disability.

### Attention Deficit Disorder or ADD<sup>65</sup>

ADD is defined as a pattern of behavior that combines inattention and impulsivity, which may be present with hyperactivity (Attention Deficit Hyperactivity Disorder or ADHD). ADD & ADHD are usually present before age seven and will interfere with regular daily routines at school and at home to a significant degree. Since most children will, at times, display the characteristics listed below, a true attention deficit disorder is measured by the degree these behaviors are present in a particular child.

Inattention is characterized by the following:

- |                            |                                                                |
|----------------------------|----------------------------------------------------------------|
| 1. failure to finish tasks | 4. difficulty concentrating on school work or other tasks, and |
| 2. does not seem to listen | 5. difficulty staying with a play activity.                    |
| 3. easily distracted       |                                                                |

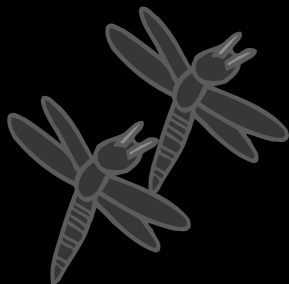
Impulsivity is characterized by the following:

- |                                       |                                        |
|---------------------------------------|----------------------------------------|
| 1. acts before thinking               | 4. needs considerable supervision      |
| 2. flits from one activity to another | 5. frequently disruptive in class, and |
| 3. difficulty organizing work         | 6. difficulty taking turns.            |

Hyperactivity is characterized by the following:

1. difficulty sitting still
2. difficulty remaining seated, and
3. always “on the go.”

**DIAGNOSIS IS MADE  
BY A MEDICAL OR  
PSYCHOLOGICAL  
PROFESSIONAL**



### DIAGNOSIS OF ADD AND ADHD

Diagnosis is made by a medical or psychological professional, incorporating a variety of methods. These may include interviews with parents and school personnel, medical or neurological evaluation, a psychiatric evaluation, use of parent and teacher behavior rating scales, psychometric testing, and most recently, computer assessments. You are not qualified or equipped to make a diagnosis.

### TREATMENT FOR ADD AND ADHD

Treatment is most successful as a team effort. Communication and support between parents, physician, and schools is essential. There are many ways to help the child with ADD or ADHD succeed, including an appropriate educational plan, awareness of the

<sup>65</sup> Attention Deficit Disorder, Washington: Learning Disabilities Association of Washington.

complexities of ADD, child and family counseling, and support for parents. Treatment may or may not include medication. Non-medical treatment utilizes a behavior management approach. A regular routine clearly setting limits and rewarding good behavior is stressed at home. A structured regular classroom and sometimes the services provided by a special education program are needed at school.

### USE OF MEDICATION

Medication is often a major component in the complex therapy for children with ADD and ADHD. Medication is highly effective for approximately 60 to 80 percent of these children. The main medications used are in the class of stimulants. They seem to exert their effect by altering the amount of chemicals (neurotransmitters) in the brain that are involved in some way by filtering out distractions, inhibiting impulses, improving attention, and modulating hyperactivity.

### WHAT ABOUT LEARNING DISABILITIES?

There is a controversy among experts as to the relationship between attention deficit disorder and learning disabilities. In the past, some believed ADD was a learning disability, but it is now commonly accepted that these are totally separate disorders. Experts vary in describing the overlap between the ADD or ADHD and the learning disabled (LD) populations, variances arising largely from the definitions used. For instance, it has been reported that anywhere between 50 and 90 percent of ADD and ADHD students have LD and that 10 to 20 percent of those with LD have ADD or ADHD. There does seem to be agreement that ADD affects between 5 and 10 percent of the total school population, with boys outnumbering girls three or four to one. It is further agreed that, like many adolescents with LD, those with ADD are several years behind their peers emotionally, socially and educationally.

### Ten Tips for Working with Children with Attention Deficit Disorder<sup>66</sup>



*The following are tips and strategies for supporting children with ADD. Many of these tips are also good practices for working with all school-age children:*

***1. Kids with ADD need structure. They need external structure since they have difficulty structuring internally. Make***

<sup>66</sup> Managing the Difficult Child-10 Tips for Working with Children with Attention Deficit Disorder, School-Age NOTES, July 1994, p. 1.

*lists. Create prompts and reminders. Do previews. Provide repetition. Give direction. Set limits and boundaries.*

*2. **Waiting is difficult.** Engage them in activities which constantly involve, with no waiting, such as dodgeball rather than kickball.*

*3. **Help children make their own schedule** of what they are interested in doing each afternoon and what they are suppose to do (homework). Scheduling with agreed-upon prompts and reminders help avoid one of the hallmarks of ADD: procrastination.*

*4. **Set limits and boundaries.** This is containing and soothing, not punitive. Do it **consistently, predictably, promptly, and plainly.** Don't get into complicated arguments which are just diversions.*

*5. **Provide an escape valve to help gain control** and "save face." This may be saying they are going to the directors office; going out in the hall; or going to a special designated place in the cafeteria that has clay to pound and drawing and writing materials available to express their feelings.*

*6. **Break down large tasks into small tasks.** Helping to clean-up at the end of the day may seem overwhelming. Finding all the LEGO materials and putting them in the box is manageable.*

*7. **Encourage physical exercise.** Vigorous exercise helps work off excess energy and focus attention. It stimulates certain hormones and neurochemicals that are beneficial.*

*8. **Prepare for free time** with lists of suggested activities to help structure the ADD child's choices. Sudden unstructured time can be overstimulating.*

*9. **Repeat, Repeat, Repeat.***

*10. **Look for and appreciate their specialness.** Children with ADD are often more sensitive, gifted and talented than they seem. They are full of creativity, play spontaneity, and good cheer. They tend to be generous of spirit and glad to help out. They usually have a "special something" that enriches the opportunities with them.*

Getting to know a child with disabilities and that child's family is the first step toward meeting the child's needs. Planning for children with disabilities requires careful thought and often the assistance of specialists.

Within every category of disability, individual children will develop differently. It is very important to know the child's learning styles, likes, and dislikes, and how the specific disability may or may not affect the child's involvement in the program. The following steps may help you and your colleagues plan how to include a child with a diagnosed disability:

**Consult with the child.** Find out if the child would rather talk with you alone or with a family member present. Ask what has helped in the past and how you can best support the child now.

**Consult with the family.**

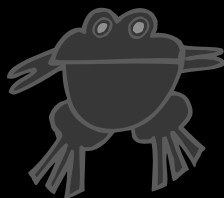
**Consult with the child's school teacher or therapist.** You might do this through the child's family or contact the teacher directly, with the parent's permission.

**Consult with a specialist, a local trainer, or your local child care resource and referral agency.**

**Gather resources.** These might include finding articles, attending a workshop, or asking your director to provide an inservice training event.<sup>67</sup>

**Become a part of the multidisciplinary team** of the child's Individual Education Plan, if the parent requests it.

WITHIN EVERY  
CATEGORY OF  
DISABILITY,  
INDIVIDUAL  
CHILDREN WILL  
DEVELOP  
DIFFERENTLY.



### ***Increasing Your Awareness and Acceptance of Children with Disabilities***<sup>68</sup>

There are a number of things that you and your staff can do to increase your own and the children's awareness and acceptance of children with disabilities:

1. **Examine your own attitudes.** When you work with a child, do you feel sadness, pity, like a rescuer? These attitudes promote differences and deficits rather than individuality and ability.
2. **Provide correct information about disabilities and conditions.** Most peoples' resistance to change comes from fear of the unknown – and you'd be surprised

<sup>67</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, pp. 336-37.

<sup>68</sup> *Things You Can Do to Increase Awareness and Acceptance of Disabilities*.

**MOST PEOPLES'  
RESISTANCE TO  
CHANGE COMES  
FROM FEAR OF THE  
UNKNOWN**



at how many people still think that Down's Syndrome is a disease and that persons with cerebral palsy are cognitively delayed.

3. **Model accepting behaviors.** If you treat the child who is different with fear or avoidance, so will the children in your program.
4. **Change your language.** Talk about children with disabilities rather than disabled children. They are children first!

When you introduce children with disabilities to other children, acknowledge the disability while dispelling fear and mystery. It may be more helpful to explain the disability rather than just label it (labels tend to focus on the disability, not the child).

It may be necessary to adapt the schedule or the environment to make the program more accessible. Perhaps the art table needs to be rearranged so that a wheelchair can fit beside it. Or perhaps a child with a motor or behavioral disability needs to begin dressing a few minutes early so that he or she can get outside in time to play. Parents may be the best source of equipment that their child may need and of specific techniques they have found that successfully normalize their child's daily routines.

The care, socialization, and stimulation that children with disabilities can gain in school-age care programs are essential to their healthy development.<sup>69</sup>

## *Positive Interactions Among Children*

Note: The material in this section supplements and expands upon the information on Staff-Child Interactions on pages 52-56 of the Guidebook.

### **Relevant NSACA Standards<sup>70</sup>**

**Key 6: Children and youth generally interact with one another in positive ways.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Children appear relaxed and involved with each other.**

*Group sounds are pleasant most of the time.*

**Children show respect for each other.**

*Teasing, belittling, or picking on particular children is uncommon.*

*Children show sympathy for each other and help each other.*

**Children usually cooperate and work well together.**

*Children suggest activities, negotiate roles, and jointly work out rules.*

<sup>69</sup> YMCA of the USA, *YMCA School Age Child Care*, Human Kinetics Publishers, Inc., 1992.

<sup>70</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 10.

*Children include others with developmental, physical, or other differences in their play.*

**When problems occur, children often try to discuss their differences and work out a solution.**

*Children know how to solve problems.*

*They do not try to solve disagreements by bullying or acting aggressively.*

Each school-age program is a community unto itself, with children and staff as its members. Ideally, it is a positive social environment in which all children feel they belong. In this community, children can develop the social skills they will need to succeed in life.

By the time children reach the school-age years, they are ready to take on more sophisticated social skills such as accepting different points of view, listening when others speak, working as a member of a team, and using conflict resolution techniques to solve problems and resolve disagreements.

Children will use these social skills throughout their lives – in school, on the job, in their communities, and as they create families of their own. You can provide many opportunities every day for children to develop and use social skills.<sup>71</sup>



*Some suggestions for ways to promote children's social development:<sup>72</sup>*

- *Encourage children to help each other.*
- *Observe and assist children who have difficulty being accepted by their peers.*
- *Accept children's feelings, while helping them learn to control their actions.*
- *Encourage children to value what makes each person a unique individual.*
- *Use group meetings to solve problems that involve all children.*
- *Plan multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor.*

<sup>71</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, Caring for Children in School-Age Programs, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, p. 169.

<sup>72</sup> Ibid., pp. 131-32.

- *Involve children in establishing rules that encourage use of social skills.*
- *Provide opportunities for children to belong to groups.*

## ***Helping Children Make Friends***<sup>73</sup>

Every child needs at least one friend to talk to; play, argue and make up with; and care for. Some children seem to know instinctively how to make friends and find a place in their peer group. There are other children who find it difficult to make friends, and frequently feel rejected. Because they aren't accepted by their peers, they have fewer chances to develop their social skills. They may be stuck in a cycle of rejection. They need adult assistance to learn how to make friends.

Most children who have trouble making friends fall into some general categories. You may be able to help them using the ideas below.

### **HELPING SHY OR WITHDRAWN CHILDREN MAKE FRIENDS**

**Observe** – to find out what the child does, who the child talks to, what skills and interests the child has, whether the child behaves differently in school or other settings.

**Establish a connection** – talk about what the child is observing or doing; the comments convey that you are paying attention to the child.

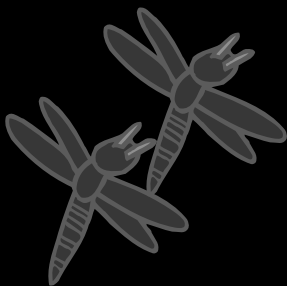
**Encourage the child to express his or her ideas and feelings** – notice when the child is particularly engaged in an activity and try to build on that interest.

**Use what you know about the child's interest to create special situations** – Design an activity around the child's interest and ask the child to help you in ways that keep him or her involved.

**Help children find good friends** – Try asking a child who is social and sensitive and the shy child help you do something together, or let both of them know about an activity you know they both would enjoy.

**Help the child understand his or her feelings** – Let the child know that it is normal to want to spend time alone when you don't know people very well. Offer your experiences about gradually joining a group.

**EVERY CHILD NEEDS  
AT LEAST ONE  
FRIEND TO TALK TO**



<sup>73</sup> Ibid., pp. 161-65, citing adapted with permission from Dennie Palmer Wolf, (ed.), Connecting: Friendship in the Lives of Young Children and Their Teachers, Exchange Press, Inc., Redmond, WA. 1986, pp. 58-62.

### HELPING OVERLY AGGRESSIVE CHILDREN MAKE FRIENDS

**Help the child understand the consequences of his or her actions** – You might say, “I think you want to play Uno with Crystal and Susan. But when you refuse to follow the rules it makes them angry. Then they don’t want to play with you.”

**Help a child gain control over his or her negative feelings** – You might say, “Shawn, I know you are frustrated because you didn’t get a hit, but you may not throw the bat. Try taking several deep breaths. That will help you calm down before it is your turn to bat again.”

**Spend five or ten minutes alone with the child, after the child is no longer exhibiting aggressive behavior** – Ask the child to play a game with you or teach you a new game.

**Use the child’s positive characteristics and interests to help him or her be accepted by the group** – Comment on the child’s strengths to other children; notice when he or she is getting along well with others and point out why.

**Set limits** – Setting and adhering to clear limits may help the child feel more secure in your program. Once the child feels more secure, he or she will be more ready to learn more appropriate behaviors.

### HELPING REJECTED CHILDREN MAKE FRIENDS<sup>74</sup>

Some children are regularly rejected by their peers because they are perceived as being loud, clumsy, bossy, or rude. These children are often unaware of the effects of their behavior on others. Many of the techniques for shy or aggressive children may be helpful, along with these additional ideas:

**Teach the child to ask questions to find out what a group of children are doing before joining in** – You might suggest that the child ask, “What are you playing?” “Who are you pretending to be?” “What are you making?”

**Encourage the child to discuss his or her feelings about being rejected** – Ask the child to tell you what happened and how he or she feels about it. This may help the child understand why he or she was rejected.

**Coach the child on how to follow accepted social practices** – For example, if Felipe takes too long deciding what he wants for a snack (which annoys the other children),

<sup>74</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, p. 165, citing adapted with permission from Dwight L. Rogers and Dorene Doerre Ross, *Encouraging Positive Social Interaction Among Young Children*, *Young Children* National Association for the Education of Young Children, Washington, DC., March 1986, pp. 15-16.

Ms. Jenssen could say, “Felipe, step out of line while you are deciding what you want to eat. The children will let you back in line once you have decided. That way the others can get their snack.”

**Help the child figure out a way to be included in activities** – Be creative in suggesting ways the child could overcome the objections of others about why the child can’t join an activity. Help him find ways that appeal to others.



## ***Using Anti-Bias Curriculum to Encourage Positive Interactions Among Children***

Positive interactions among children in your program depend on you helping them acquire the skills to feel good about themselves, to interact with people from diverse backgrounds, and to understand and respond to bias. Four goals that have been identified for anti-bias curriculum illustrate these points:<sup>75</sup>

### **1. Nurture each child’s construction of a knowledgeable, confident self-identity and group identity.**

This means creating the educational conditions in which all children are able to like who they are without needing to feel superior to anyone else. It also means enabling children to develop bi-culturally or multi-culturally and helping children and their families resolve the problems faced when a person has to operate in more than one culture.

### **2. Promote each child’s comfortable, empathic interaction with people from diverse backgrounds.**

This means guiding children’s development of the cognitive awareness, emotional disposition, and behavioral skills needed to respectfully and effectively learn about differences; comfortably negotiate and adapt to differences; and cognitively understand and emotionally accept the common humanity that all people share.

### **3. Foster each child’s critical thinking about bias.**

This means having the cognitive skills to identify “unfair” and “untrue” images (stereotypes), comments (teasing, name-calling) and behaviors (discrimination) directed at one’s own or other’s identity (be it gender, race, ethnicity, disability, class, family lifestyle, age, weight, etc.) **and** having the emotional empathy to know that bias hurts.

### **4. Cultivate each child’s ability to stand up for her/himself and for others in the face of bias.**

This “activism” objective includes helping every child learn and practice a variety of ways to act when another child acts in a biased manner towards her or him, when a child acts in a biased manner towards another child, and when an adult acts in a biased

<sup>75</sup> Louise Derman-Sparks, *Anti-Bias Curriculum Goals*, 1992.

manner. Goal four builds on goal three: critical thinking and empathy are necessary components of acting for oneself or others in the face of bias.

### ***Building a Sense of Community***<sup>76</sup>

As noted above, a school-age program is a community. Here are some ways you can foster and strengthen that sense of community:

- Invite children to participate in program planning.
- Include some materials and activities that are enjoyed by children of different ages.
- Offer some materials and activities that require specific skills and abilities.
- Encourage children to form clubs to explore their special interests.
- Include children in discussing and developing program rules and consequences.
- Identify real jobs children can do to help the program run smoothly.
- Establish a buddy system to help new children adjust to the program.
- Hold regularly scheduled group meetings, for which the children have helped develop the ground rules.

### ***Involvement in the Larger Community***

An important accomplishment for school-age children is learning that they belong to many different communities. As they get older, children use community resources, take part in activities such as scouts and athletics, and contribute to projects such as neighborhood clean-ups or food drives. Your program can encourage children's involvement in the larger community in a number of ways:

- Field trips to museums, parks, and libraries;
- Behind-the-scenes tours of businesses, government agencies, fire stations, etc;
- Inviting community members to visit the program to expose children to career ideas, new language skills, or cultural experiences; and
- Adding a service learning component to your program (see information elsewhere in this Companion Guide).

<sup>76</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, pp. 169-172.

## *Encouraging Children To Make Choices and Become More Responsible*

Note: The material in this section supplements and expands upon the information on Staff-Child Interactions on pages 52-56 of the Guidebook.

### **Relevant NSACA Standards<sup>77</sup>**

**Key 3: Staff encourage children and youth to make choices and to become more responsible.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Staff offer assistance in a way that supports a child's initiative.**

*Staff help children find ways to pursue their own interests.*

*Staff help children plan projects and gather resources.*

**Staff assist children without taking control, and they encourage children to take leadership roles.**

*Staff give clear directions so children can proceed independently.*

*When asked, staff step in to help other children.*

**Staff give children many chances to choose what they will do, how they will do it, and with whom.**

*Children have frequent opportunities to choose their companions.*

*Children set up activities and/or clean up afterwards.*

**Staff help children make informed and responsible choices.**

*Staff remind children to think about how their actions may affect others in the program.*

*Staff ask questions that guide children to make good decisions.*

As noted elsewhere in this Companion Guide, there are many daily opportunities to encourage them to make choices and become more responsible. Here are some additional tips for helping children build skills in making choices:<sup>78</sup>

<sup>77</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 10.

<sup>78</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, p. 148.



- *The schedule includes long blocks of time when children can make and carry out their plans.*
- *A variety of materials are available for different types of play.*
- *Staff help children learn the rules for games and sports.*
- *Staff give children the freedom to play on their own without adult involvement.*
- *Staff offer suggestions in a way that allows children to choose whether to adopt them.*
- *Staff let children make their own mistakes and learn from them.*
- *Staff encourage children to carry out their own plans.*

### ***Contributing to the Larger Community***<sup>79</sup>

You can offer children opportunities to contribute to the larger community, as another way to help them become more responsible. Projects might involve some or all of the children. Where all children want to participate, you can help your program feel like a community by finding a role in the project for children of all ages and abilities.



*Some examples of service projects:*

- *Knitting hats and mittens to donate to a homeless shelter;*
- *Making regular visits to a nursing home or hospital to assist residents or patients by writing letters, telling jokes, reading, or just talking to them;*
- *Spending time, carefully supervised and with proper equipment, picking up litter in a park or along a stretch of a road;*

<sup>79</sup> Ibid., p. 173.

- *Putting on a talent show and donating the money raised to a community program; and*
- *Writing to state or national environmental groups about preserving natural resources or reducing pollution.*

## ***Service Learning***<sup>80 81</sup>

Around the country, parents, teachers, community members, business leaders, and students are engaging in service as an important tool to meet the needs of children and youth in the out-of-school time hours. *Service* is people taking responsibility for meeting community needs by giving their time and talents to help solve problems.

Service learning benefits school-age care programs in two primary ways:

- You can build your capacity to meet community needs by utilizing students from schools and colleges who are engaged in service learning projects. These students have time and skills that may be available to your program.
- You can develop service learning projects with others in the community. Service learning builds both academic and social skills in children while helping to meet local community needs.

When children engage in service activities as a method to improve academic learning and develop personal skills, this process is called *service learning*.

Service learning is a specific process you may want to incorporate into your program. It incorporates three main components:

1. Identified learning objectives
2. Community service activities based on learning objectives, and
3. Intentional reflection

All three components must be present for service learning to occur. This process should not be confused with community service projects, although community service is one of the components of service learning.

Service learning takes education beyond a concept and provides hands-on, active experiences for young people. The ultimate lesson is drawn from the experience of performing service and reflecting upon the experience. A primary goal of service

<sup>80</sup> YMCA of the USA, *School-Age Child Care Director Training Design*, 1998.

<sup>81</sup> *Service as a Strategy in Out-of-School Time: A How-To Manual*, National Institute on Out-of-School Time, Wellesley, MA., 1997, pp. 9, 27-29.

learning is to create greater awareness of the larger community and encourage lifelong, active citizenship.

Service learning can be applied to almost any subject. See the list below and the resource list in the last chapter for more information and specific ideas.



### *Ideas for Service Learning Projects*

*Children and youth can:*

- *Preserve native plants*
- *Design neighborhood playgrounds*
- *Teach younger children to read*
- *Teach conflict resolution to others*
- *Test local water quality*
- *Create wheelchair accessible ramps to their programs*
- *Install smoke detectors*
- *Prepare food for the homeless*
- *Develop community gardens*
- *Construct community murals*
- *Start recycling programs*

## ***Staff Interact with Children to Help Them Learn***

Note: The material in this section supplements and expands upon the information on Staff-Child Interactions on pages 52-56 of the Guidebook.

### **Relevant NSACA Standard**<sup>82</sup>

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**Key 4: Staff interact with children and youth to help them learn.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

<sup>82</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, pp. 14-15.

**Staff ask questions that encourage children to think for themselves.**

*Staff pursue children's ideas.*

*Staff start discussions by asking open-ended questions (e.g., "what if?" or "how can we...?").*

*Staff take time to think about children's questions.*

**Staff share skills and resources to help children gain information and solve problems.**

*Staff show children how and where to find answers to questions.*

*Staff show children how complex skills can be broken into smaller steps.*

**Staff vary the approaches they use to help children learn.**

*Staff pay attention to culture and gender variations in learning styles.*

*They recognize non-verbal as well as verbal responses.*

*They help children move beyond gender stereotypes in their choices.*

*Staff use pictures and visual aids to reach out to non-readers and speakers of other languages.*

*Staff modify activities as needed so that all children, including those with disabilities, can participate.*

**Staff help children use language skills through frequent conversations.**

*Staff speak to children on a level children seem to understand.*

*Staff take extra time with children who speak another language at home or have difficulty listening or speaking.*

*Staff try to find effective ways to communicate with all children.*

Children develop cognitive skills (thinking abilities such as perception, memory, and judgment that help them build knowledge) continually by exploring everything around them. School-age children are very curious and have lots of questions.

To grow cognitively, children need to have the self-confidence and skills to explore, try out ideas, make mistakes, solve problems, and take on new challenges. Helping children develop and use their cognitive skills is an important part of your job. If you help children to see themselves as good learners, you will help them succeed in school and in life.

Helping children to develop cognitively does not mean concentrating on homework or making your program an extension of school. Rather, you can look for opportunities to encourage children's natural needs to learn, to think, to reason, to question, and to experiment.<sup>83</sup>

<sup>83</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1. Washington, DC: Teaching Strategies, Inc., 1995, p. 295.

### ***Multiple Intelligences***<sup>84</sup>

Recent research in how humans think has led to an expanded definition of intelligence. Each child's abilities are unique, and may be described in terms of potential for achievement in seven areas:

1. **Logical** – analysis and mathematical reasoning.
2. **Linguistic** – appreciating the rhythms and meanings of words and using language well.
3. **Musical** – appreciating different forms of music and producing and appreciating rhythm pitch, and timbre.
4. **Spatial** – accurately seeing the physical world and being able to understand and make changes in it, as in the visual arts.
5. **Bodily kinesthetic** – using the whole body, including both fine and gross motor skills to solve problems and create products.
6. **Interpersonal** – understanding and responding appropriately to the moods, temperaments, motivations, and desires of other people.
7. **Intrapersonal** – knowing one's strengths, weaknesses, desires, and intelligences, and using the knowledge productively.



This new knowledge suggests that instead of asking “How smart is this child?” it is more important to ask “How is this child smart?” By answering this second question, you can focus on each child's strengths and can then plan activities and experiences that will inspire a child.

### ***The Learning Cycle***<sup>85</sup>

The learning cycle repeats itself over and over with new skills and knowledge. It has been described as taking place in four phases. At each phase, there are specific strategies you can use to support children.

<sup>84</sup> Ibid., pp. 294-95, citing from Howard Gardner, *Multiple Intelligences: The Theory in Practice* Basic Books, New York, 1993, as described in *Constructing Curriculum for the Primary Grades*, Diane Trister Dodge, Judy R. Jablon, and Toni S. Bickart, Washington, DC: Teaching Strategies, Inc., 1994.

<sup>85</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1. Washington, DC: Teaching Strategies, Inc., 1995, pp. 316-18, citing based on Sue Bredekamp and Teresa Rosegrant (eds.), *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children*, National Association for the Education of Young Children, Washington, DC.1992, pp. 32-34.

### Stages of the Learning Cycle

### Strategies to Support Children at this Stage

**Awareness.** We experience the skill or concept in a broad, general way. A child might watch others playing different types of computer games; he is becoming aware of what it is he would like to learn.

- Introduce new materials and props
- Invite guest speakers and parents to discuss new ideas and concepts
- Pose problems for children to solve
- Show interest in and enthusiasm for children's ideas

**Exploration.** We try to figure out the components of what we want to learn. Through observation and using our senses, we construct our own personal meanings. A child might go try a computer game when no one is around. He might cause the computer to crash and conclude that he didn't move fast enough.

- Encourage active investigation and use of the environment
- Describe for children what they are doing
- Ask open-ended questions that encourage exploration and discovery
- Have children reflect on their activities and relate these to past experiences
- Respect children's mistakes and help them learn from them

**Inquiry.** We compare the personal meanings we have developed with those held by others. We learn to adapt what we think to societal conventions. A child might ask more experienced players some questions, and play along with those with more skills. He may realize that succeeding depends more on planning than on speed. He may then play on his own, using the skills he learned from others.

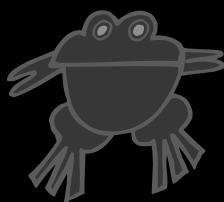
- Focus children's attention on certain details or aspects of an object, topic, or idea
- Ask open-ended questions that focus children's attention on key characteristics or relationships
- Help children compare and contrast
- Help children generalize and make connections

**Utilization.** We apply what we've learned to real life situations. A child might become an equal with the child who served as his mentor and join a computer games club.

- Help children apply knowledge and skills to new situations
- Provide meaningful ways for children to apply their learning

## Solving Problems<sup>86</sup>

THE ABILITY TO  
SOLVE PROBLEMS IN  
EVERYDAY  
SITUATIONS HELPS  
CHILDREN FEEL  
COMPETENT AND  
SELF-ASSURED.



Problem solving is the process of thinking through a problem, coming up with possible solutions, and trying them out. The ability to solve problems in everyday situations helps children feel competent and self-assured. If you show children that you like to solve problems and learn about the world, they will pick up on your enthusiasm.



*Here are some suggestions for helping children learn to solve problems:*

- ***Accept and respect whatever responses children give.*** Let children know it is safe to take risks and make mistakes.
- ***Offer many opportunities to practice problem solving.*** Make solving problems fun and rewarding; encourage children to view problems as an opportunity to be creative.
- ***Allow plenty of time for children to talk.*** It may take some children considerable time to express their ideas.
- ***Give children a chance to work out their own problems rather than offering suggestions and solutions.*** If you step in, offer only enough assistance to get the child back into action. Let them know a solution that doesn't work isn't a failure; it's a step in problem solving.
- ***Respond to children's questions by asking questions that further stimulate their thinking.*** "Why do you think it didn't work?" or "Who remembers what happened last time?"
- ***Explain the reasons for what you are doing to solve a problem.*** Think out loud as you solve problems so children will see that this is a normal part of daily life.
- ***Let children know you are there to support them as they solve their problems.*** Your presence and attention as they work is important.
- ***Encourage multiple solutions.*** Allow children to think of many new possibilities and options.

<sup>86</sup> Ibid., pp. 336-37.

## Behavior Management and Discipline WAC 388-151-130

Note: The material in this section supplements and expands upon the information on Behavior Management and Discipline on pages 58-72 of the Guidebook.

### Relevant NSACA Standards<sup>87</sup>

**Key 5: Staff use positive techniques to guide the behavior of children and youth.**  
The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Staff give attention to children when they cooperate, share, care for materials, or join in activities.**

*Staff often show appreciation and encouragement.*

*They avoid using insincere praise and threats to control children's behavior.*

*Staff celebrate children's efforts and progress.*

**Staff set appropriate limits for children.**

*If children tease, scapegoat, threaten, or exclude others, staff step in.*

*Staff avoid setting unrealistic limits, such as expecting children to be quiet most of the day.*

**Staff use no harsh discipline methods.**

*Staff do not shame, yell, hit, or withhold food.*

*The whole group is not scolded or punished when one child breaks a rule.*

*Staff avoid correcting children publicly.*

**Staff encourage children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.**

*Staff use negotiation, reasoning, and redirection to help children find alternatives.*

*Staff do not impose their solutions on children.*

*Staff teach children specific skills to work through conflicts (e.g., circle time, peace table, or conflict-resolution skills).*

### Children Need Adult Guidance<sup>88</sup>

Children need adults to guide them—to help them learn what behaviors are acceptable and which are not, and to help them learn to live cooperatively with others.

<sup>87</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 16.

<sup>88</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, pp. 183-84.

Your goal should be to help children control their own behavior, rather than to have them react to you out of fear.

There is a reason for all behavior—and children misbehave for many different reasons. One child may be at a developmental stage where she needs to test the limits of her own control. Another child may feel forced into a schedule that conflicts with his natural rhythm. Another may be confused because her parents have different rules and expectations than those at the program. Another may be having difficulty coping with her father's illness. Sometimes children behave inappropriately simply because they are bored, tired, curious, or frustrated.

To help children learn self-discipline, it is important to think about the reasons for their behavior. You can then take action to stop the inappropriate behavior *and* offer the child what he or she needs.

If you have a supportive relationship with the children in the program, you are already doing a lot to promote self-discipline. Children depend on you and want your approval. If you involve children in setting program rules that fit their developmental and individual needs, they are likely to learn and follow the rules easily.

### ***Discipline and Punishment are Very Different***<sup>89</sup>

Often the words punishment and discipline are used to mean the same thing, but they are actually very different. Punishment means controlling children's behavior through fear. It makes children behave because they are afraid of what will happen to them if they do not. Children who are punished are likely to behave only when someone is watching. Their goal is to avoid being punished, rather than learning to value acceptable behavior for itself. Punishment can lead to or reinforce bad feelings children have about themselves.

Discipline means guiding and directing children toward acceptable behavior. The most important goal of discipline is to help children learn how to control their own behavior. Learning self-discipline takes a lot of time, but is very important. Children who are self-disciplined tend to be more successful in school and in life. They can set goals and take the steps needed to accomplish them. They find it easier to get along with their peers and with adults.

**CHILDREN WHO ARE  
PUNISHED ARE  
LIKELY TO BEHAVE  
ONLY WHEN  
SOMEONE IS  
WATCHING.**



### ***Positive Steps in Conflict Resolution***

#### **DEFUSE/DE-ESCALATE**

In addition to the ideas on pages 67-68 of the Guidebook, you may be able to help defuse or de-escalate a situation by:<sup>90</sup>

<sup>89</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, p. 211.

<sup>90</sup> Susan R. Edginton and Christopher R. Edginton, *Youth Programs Promoting Quality Services*, Sagamore Publishing, Champaign, IL. 1994, pp. 214-15.

- **Sitting down.** The simple act of sitting down rather than standing up sends a message of concern and conciliation. Sitting down says you are willing to give up some power and listen. It is also much more difficult to be angry and shout from a seated position.
- **Allowing time to cool off if needed.** If emotions are intense, a brief cooling-off period can prevent violence, and/or inappropriate statements or expressions of emotions. If individuals involved in a dispute cannot carry on a rational discussion of the problem, they probably need a little time to cool off.
- **Eliminating toxic language.** Name-calling and using offensive language usually increases conflict.

## A VARIETY OF CONFLICT RESOLUTION TECHNIQUES

### 2 x 4: Eight Minutes to Conflict Resolution<sup>91</sup>

The following process is a quick and positive way to resolve relatively simple problems that have not been simmering for a long period of time. The following ground rules apply:

1. Both people agree to work to solve the problem.
2. Both must speak honestly.
3. There can be no interrupting, name-calling or physical violence.
4. Discussion must focus only on the issue at hand.

To begin the 2 x 4 process, one child requests a few minutes of the other child's time to discuss a problem. You can teach children this process so children can solve simple problems by themselves.

2 MINUTES	<b>STEP 1:</b>	Child #1 states the problem – what has happened and how she/he feels about it. (“I feel ... when you... because ...”).
2 MINUTES	<b>STEP 2:</b>	Child #2 follows the same process.
2 MINUTES	<b>STEP 3:</b>	SILENCE—each child spends two minutes thinking about what he/she can do to solve the problem. (“Hmmmm...what can I do to solve this problem?”).

<sup>91</sup> Ibid., pp. 216-17, citing Koch, S. (1992), University of Northern Iowa, Cedar Falls, IA.

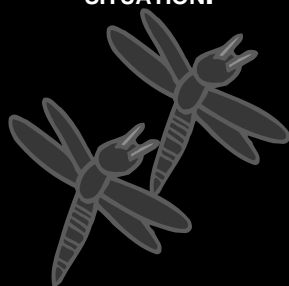
2 MINUTES

### STEP 4:

Both children share the ideas they have thought of and decide what each is willing to do.

### Reflective Listening<sup>92</sup>

IT IS IMPORTANT TO  
REFLECT EACH  
CHILD'S FEELINGS,  
AS WELL AS THE  
FACTS OF THE  
SITUATION.



You listen to children as they describe the conflict and what happened, then reflect the statements back to the children. You can use such statements as:

“Sounds like ....”

“In other words ....”

“I hear you saying ....”

It is important to reflect each child's feelings, as well as the facts of the situation. Children then agree or disagree with your statements. Often, the use of reflective listening is sufficient to resolve the conflict.

### Storytelling

This technique can help children step back from the conflict so they can discuss the problem without feeling threatened. It is most effective with younger children. Retell what happened in the form of a story, “Sherrie and Wanda both wanted to try out the new computer program.” Stop frequently to ask for input from the group. Encourage them to be very specific, such as by asking “How could they both get what they wanted?” Include their suggestions in the story.

If you use this technique with older children, ask them to tell the story from a third person point of view—as if it was happening to someone else. This helps children analyze the situation from another perspective.

### Role Playing

This technique allows children to reenact a situation in front of an audience so they can better understand their behavior. Begin by defining the conflict: give the time, describe the place, provide relevant background information, and state who was involved. Have the children involved, or volunteers, act out the conflict. If they get stuck, ask leading questions. Keep this part of the role play brief.

At the point of conflict, freeze the action. Ask the audience to suggest ways to resolve the conflict. Have the players incorporate the suggestions they prefer and wrap up the role play. Discuss what happened, how the conflict could have been prevented, how the players felt, and other possible solutions.

<sup>92</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, pp. 218-21 (for all the remaining techniques).

You can also teach children this technique using sample conflicts rather than real ones. Once they learn to role play, they can use the technique to resolve differences. Some children will not want to participate. Others may be willing to role play privately, but not with an audience.

### Role Reversals

This technique helps children see a situation from another person's point of view. Begin the role play as described above by "setting the stage." Start the role play, then freeze it. Ask children to change roles and do the role play again, this time assuming the role of the other person. Stop the role play when the children seem to understand the other person's perspective. Discuss the role play and possible solutions.

### HELPING A CHILD CONTROL ANGRY FEELINGS<sup>93</sup>

You can offer ideas to children about ways in which they can respond to angry feelings without hurting others or violating behavior rules. The Bingo Game below can then be used as a tool and reminder for use of these techniques. You can give a child who is having problems with angry feelings or temper a copy every day, and encourage the child to get Bingo each day for a week.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Hit a pillow.	Painted picture of my feelings.	Listened to music.	Rode my bike.	Took ten deep breaths.
Ignored and walked away.	Talked to: a friend, a pet, a parent, a teacher.	Ran a mile.	Screamed into my pillow.	Punched my punching bag.
Relaxed my muscles.	Cuddled with my pet.	Told the person how I felt.	Wrote a letter to express my feelings.	Thought before I reacted.

### A NOTE ABOUT PHYSICAL RESTRAINT

In addition to the information on pages 71-72 of the Guidebook, you should immediately notify parents in any situation where physical restraint is used. This will give you an opportunity to let the parents know what happened and why and to discuss together the child's situation.

<sup>93</sup> Judy Smith and Darla Seifert. Social Skills for Violence Prevention, NSACA Conference, 1998.

Physical restraint should be used only as a last resort. Physical restraint is justified only when it is necessary for the immediate safety of the child or another person *and* the use of the restraint is safer than not using it. If physical restraint has to be used repeatedly, that justification begins to wear thin and other approaches and resources are clearly needed.

### ***Knowing the Limits of Your Expertise: When To Seek Help***<sup>94</sup>

Sometimes a child's behavioral, learning, or emotional difficulties become too severe, disruptive, or long lasting to be managed by discipline techniques within your program. It is often not easy to know when a problem has reached a level where you should seek outside help. The following guidelines may help you determine (keeping in mind the developmental level of the child) whether outside resources should be explored.

Consider seeking help, if a child has:

- Prolonged adjustment to program/problem separating from parents;
  - Injured other children or adults;
  - Destroyed property;
  - Difficulty relating to others—peers or adults;
  - Difficulty focusing on activities;
  - Signs of depression (withdraws, appears sad, abuses self);
  - Repeated behavior problems; usual discipline methods fail; or
  - Unusual family stresses (traumatic divorce, death, violence, substance abuse).
- Also, consider seeking help if you often feel stressed, frustrated or ineffective in meeting the child's needs.

### ***The Center's Discipline Policy***

In addition to the information on pages 72-74 of the Guidebook, you may want to include the following items in your Discipline or Behavior Management Policy<sup>95</sup>:

- Description of the plan or process for ongoing parent-staff communication;
- When and how a parent-staff conference would be set up; and
- Any expectations of the parent regarding cooperation in an action plan for the child.

<sup>94</sup> Seattle-King County Department of Public Health, *Child Care Behavior Handbook: Promoting Positive Behavior Among Young Children in Child Care Settings and in Early Childhood Programs*, Seattle-King County Department of Public Health, 1994.

<sup>95</sup> Ibid, 1994.

For a child with ongoing challenging behaviors, you may want to create a behavior tracking form to help you and parents better understand what is happening, how frequently, and any patterns that might be helpful in figuring out how to best address the situation. The form can be a simple log showing time, what activity was going on, with whom the conflict or problem occurred, and what happened.

## *Positive Interactions Between Staff and Families WAC 388-151-170*

Note: The material in this section supplements and expands upon the information on Parent Communication on pages 80-104 of the Guidebook.

### **Relevant NSACA Standards<sup>96</sup>**

**Key 7: Staff and families interact with each other in positive ways.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Staff make families feel welcome and comfortable.**

*Staff and family members greet one another by name.*

*Staff use friendly voices, expressions, and gestures.*

**Staff and families treat each other with respect.**

*Staff and family members show interest in each other's lives.*

*Staff do not talk about confidential matters in front of the children or other adults..*

**Staff share the languages and cultures of the families they serve, and the communities they live in.**

*Whenever possible, staff speak with families in their home language.*

*Staff avoid using children as translators if possible.*

*Staff provide information written in the family's home language.*

**Staff and families work together to make arrivals and departures between home and childcare go smoothly.**

*Family members can easily find their children and their children's possessions.*

*Conversations with family members do not take attention away from children or their activities.*

**Key 23: Staff support families' involvement in the program.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

<sup>96</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 18.

**Staff encourage families to give input and to get involved in program events.**

*Staff ask families to comment on the program via notes, surveys, and parent meetings.*

*Staff urge families to share their skills, hobbies, or family tradition.*

*Staff invite family members to special events (e.g., plays, field trips, and picnics).*

**Key 24: Staff, families, and schools share important information to support the well being of children and youth.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Program policies require that staff and family members communicate about the child's well being.**

*Parents or guardians answer questions about a child's background and history.*

*Families keep staff informed of any major changes at home or at school.*

*The program makes provisions for families who do not speak or read the majority language.*

**Staff, families, and schools work together as a team to set goals for each child; they work with outside specialists when necessary.**

*Staff and families meet to discuss a child's behavior, health, friendships, accomplishments, etc.*

*When a child is known to have special needs, staff meet with teachers, families, and outside experts.*

*Staff consult specialists to learn how best to help children with diverse physical abilities and disabilities.*

**Staff and families share information about how to support children's development.**

*The program arranges for experts to speak on a variety of topics (e.g., nutrition, child development, conflict resolution, etc.).*

*Staff maintain a parent library of relevant books and articles.*

*Staff inform families about timely opportunities (e.g., childcare subsidies, medical, counseling, and career services).*

**Staff and families join together to communicate and work with the schools.**

*Staff encourage children to be motivated and successful in school.*

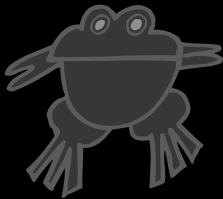
*Staff help with homework and value children's academic efforts.*

*Staff are eager to talk with teachers about ways to help children achieve.*

*Staff meet with families and school personnel in order to help the school gain a sense of the whole child.*

## ***School-Age Care Staff and Parents as a Team***<sup>97</sup>

**YOU ARE IN A  
UNIQUE POSITION  
WITH CHILDREN AND  
FAMILIES.**



Strong, positive, cooperative relationships with parents are at the heart of quality school-age programs. Recent studies have shown that the most effective programs for children are those which actively promote and encourage the involvement of families. You are in a unique position with children and families. Like school teachers, you see children daily and have ready access to their parents. Over a period of time you are likely to have more contacts with families than any other professional. Your position allows you to support families and help children and their parents maintain close relationships.

Good working relationships with families enable you to be more responsive to each child's needs. When parents and staff work as a team, they can share information and discuss ways to provide consistent care at home and at the program.

As noted in the new NSACA Standards, more programs are also recognizing the benefits of including school staff as part of the team caring for a child throughout his or her day.

Most parents are concerned about their children and want to do what is best for them. Let them know you share their concern and want to provide a program that meets children's needs and allows them to grow and learn. Make sure they know you enjoy working with their child.

Positive working relationships with parents are not always easy to achieve. Parents, like children, have widely varying personalities, ideas, values, concerns, knowledge, pressures, lifestyles, plans, dreams, resources, and constraints. You can begin by accepting parents as the most important people in children's lives, regardless of the differences among parents.

In today's complex world, the traditional definitions of parents' roles have changed significantly and are continuing to change. One unifying theme may be that many of them are stressed by the challenges of meeting their obligations in the workplace, while trying to build and maintain healthy relationships with family and friends.

In good school-age care programs, all staff members recognize that school-age care is a family service—that both parents and children are the clients or customers. In these programs, staff take the initiative in building and maintaining relationships with parents. You may want to consider staff training about parent relationships, beginning with exploring the widely varying attitudes that staff often have about parents. Then you can move on to developing strategies for parents and staff to work as a team.

## ***Reaching Out To Families***

There are a number of ways you can demonstrate to parents and family members that they are important to you.

<sup>97</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, pp. 245-46; 21, 2-3.



*Prepare a poster about family-friendly service, with art work provided by the children.<sup>98</sup> The poster could contain the following information:*

### **We Have a Commitment to Family-Friendly Service**

To Keep Our Commitment We Need Your Help Throughout the Year!  
Help Us Stay in Tune with Your Needs and Interests

- Tell us about your day when you pick up your child.
- Help us learn about your child's special talents and strengths.
- Tell us when your child needs extra help or support.  
Keep us informed about any important changes that we need to know about to serve you well.
- Let us know about your family and cultural traditions.
- Make suggestions when you think we can serve you better.
- Ask us questions if you don't understand our policies and procedures.
- Tell us the best ways for you to connect with your child's experience in the program.

### **Visit Whenever You Can – You Are Always Welcome!**

We want to build positive relationships with all our families.  
Help us achieve this goal!



*Create a “Parent Comfort Corner.”<sup>99</sup> You can provide parents with a place to gather or relax when they drop off or pick up their children. This space sends the message that “You’re welcome here; make yourself comfortable and stay awhile.” You can try any or all of the following suggestions for setting up a “Parent Comfort Corner:”*

- *Locate the “Parent Comfort Corner” in an area that is somewhat removed from the program activity areas, yet close enough for parents to view and listen to what is going on. Make*

<sup>98</sup> Roberta L. Newman, *Keys to Quality in School-Age Child Care Viewer's Guide and Trainer's Guide*, p. 49.

<sup>99</sup> *Ibid.*, p. 77.

*a banner or a poster that labels the area, “Parent Comfort Corner,” or think of another name that would be just right for parents in your program.*

- *Provide a small table and a chair so that parents can pause to write a note, fill out a field trip form, and so on. Provide a small jar of pens. Consider setting up a coffeepot with hot water and a basket of supplies for instant coffee and tea on the table. If you need help covering expenses, provide a jar for voluntary donations. **Note:** If hot water is provided, be sure to locate the pot in a safe place, away from the path of children going about their work and play.*

- *From time to time, provide special treats in the “Parent Comfort Corner” (for example, after-work snacks made by children in a special cooking club, morning donuts on the first Monday of every month). Again, provide a voluntary donations jar, if necessary.*

- *Depending on space available, provide two or three comfortable chairs or a small couch so that parents can sit and relax, or chat with another parent.*

- *Set up a parent bulletin board in the “Parent Comfort Corner.” Include information about your program, community events, and parenting. Also include photos of families, as well as selected feedback forms and other forms inviting parents to contribute ideas, share compliments, or concerns. See other ideas about bulletin boards on page 100 of the Guidebook.*

- *Provide a basket of magazines related to family living and child rearing. Subscribe to one or two magazines and/or ask staff and parents who are subscribers to contribute recent back issues. Remove old back issues monthly. Be sure to save pertinent articles for your files and displays!*

## ***Providing Support to Families Under Stress***<sup>100</sup>

Parents are often under stress. Some stress is a normal part of daily life. Some families, however, are severely affected over a long period of time by significant sources of stress such as community or family violence, homelessness, substance

<sup>100</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, pp. 298-302, citing adapted with permission from Derry Koralek, *Responding to Children Under Stress* Head Start Bureau, Washington, DC. 1993, pp. 40-42.

**YOUR JOB IS TO  
HELP PARENTS GET  
THE SUPPORT THEY  
NEED, NOT TO  
PROVIDE IT  
YOURSELF.**



abuse, chronic illness or disability of a family member, learning a new language and adapting to a new culture, or lack of basic necessities. You are in an excellent position to lend a helping hand.

Regardless of whether parents approach you or you approach them, keep in mind that supporting parents means enhancing their sense of competence by helping them find their own answers. Your job is to help parents get the support they need, not to provide it yourself. You should check with your supervisor or director before making a recommendation to parents for professional help.

When parents confide in you, it's essential to maintain complete confidentiality. This means you should not discuss a child or family member with anyone other than your colleagues or the child's parents without the parents' permission.

It is helpful for you to be aware of resources in your community for parent and family information and services. You might keep a directory of local services available and learn more about those that may be most helpful to parents of the children you serve. Remember that your directory should reflect the families of kids in the program.

You can also give parents information about the developmental stages of school-age children. Many parenting classes and books on parenting do not cover middle childhood. You can provide copies of articles, lend books or videotapes from your resource library, or let parents know of community workshops on relevant topics.

## *Staff Work Well Together to Meet the Needs of Children*

### **Relevant NSACA Standards<sup>101</sup>**

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**Key 8: Staff work well together to meet the needs of children and youth.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Staff communicate with each other while the program is in session to ensure that the program flows smoothly.**

*Staff check with each other to make sure all areas are supervised.*

*Conversations about personal matters are brief and do not interfere with transitions and activities.*

**Staff are cooperative with each other.**

*Staff are flexible about their roles.*

*They pitch in to help each other with the children as needed.*

<sup>101</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 19.

*Work appears to be shared fairly.*

*When problems occur, staff discuss their differences and work toward fair solutions.*

*Long or complicated discussions are saved for times when children are not present.*

**Staff are respectful of each other.**

*Respect is shown to all.*

*Staff communicate their needs in a way that promotes cooperation.*

*Staff are aware of how their tone and demeanor convey respect.*

*They manage tense situations in a way that shows respect for other staff members.*

**Staff provide role models of positive adult relationships.**

*Staff check in with each other and stay in touch throughout the day.*

*Staff model positive adult interaction through cooperation, caring, and effective communication.*

*Staff notice and respond supportively to non-verbal cues and gestures.*



# Chapter 4

## Staffing, Ratios, Group Size, and Training

### Chapter 4

*Staff Pattern and Qualifications  
Ratios (WAC 388-151-180)*

*Group Size and Staff-Child  
Ratios (WAC 388-151-190)*

*Staff Development and Training  
(WAC 388-151-200)*

### *Staff Pattern and Qualifications WAC 388-151-180*

Note: The material in this section supplements and expands upon the information on Staff Pattern and Qualifications on pages 107-119 of the Guidebook.

#### **Relevant NSACA Standards<sup>102</sup>**

**Key 31: All staff are professionally qualified to work with children and youth.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Staff meet the requirements for experience with school-age children in recreational settings.**

**Staff have received the recommended type and amount of preparation. They meet the requirements that are specific to school age childcare and relevant to their particular jobs.**

**Staff meet minimum age requirements.**

**Enough qualified staff are in place to meet all levels of responsibility. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations and to supervise children.**



<sup>102</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 58.

## Group Size and Staff-Child Ratios WAC 388-151-190

Note: The material in this section supplements and expands upon the information on Staff Pattern and Qualifications on pages 107-119 of the Guidebook.

**An Important Reminder:** The NSACA Standards represent best practices. The ratios stated below are *not required*. They provide guidance for programs striving for a high level of excellence.

### Relevant NSACA Standards<sup>103</sup>

**Key 21: Staff/child ratios and group sizes permit the staff to meet the needs of children and youth.** The chart below shows the **Standards** in bold text and the *Examples* in italic text.

**Staff/child ratios vary according to the ages and abilities of children. The ratio is between 1:10 and 1:15 for groups of children age six and older. The ratio is between 1:8 and 1:12 for groups that include children under age six.**

*Kindergarten groups tend to have more staff than older or multi-age groups.*

*Ratios are sometimes lower when staff are working with children with special needs.*

*Volunteers are not included in the staff/child ratios unless they meet staff qualifications and regularly take part in the program.*

**Staff/child ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed 30.**

*Ratios and group sizes are smaller when children are learning a new or difficult skill.*

*This is also true for projects that use potentially dangerous equipment (e.g., cooking or carpentry).*

**There is a plan to provide adequate staff coverage in case of emergencies.**

*A child in need of medical care is always accompanied by a staff member.*

*During such emergencies, a suitable number of adults are on hand to remain with the other children.*

*If a staff member becomes ill during program time, there are still enough staff to care for the children.*

*If one staff member is sufficient to meet child-to-staff ratios, a second adult is on hand to assist in case emergencies occur.*

<sup>103</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, pp. 42-43.

**WHEN ONLY ONE  
STAFF PERSON IS  
PRESENT, YOU MUST  
ENSURE THAT A  
SECOND STAFF  
PERSON IS READILY  
AVAILABLE IN CASE  
OF AN EMERGENCY.**



**Substitute staff is used to maintain ratios when regular staffers are absent.**  
*The program keeps an up-to-date list of adults who are qualified to serve as substitutes.*  
*The responsibilities and procedures for substitutes are defined and carried out.*

### ***Back-Up Staff When Only One Person is On-Site***<sup>104</sup>

When only one staff person is present, you must ensure that a second staff person is readily available in case of an emergency. The safest practice is for that second person to be on the premises, within easy calling distance. If not, a system for rapid emergency response must be in place and part of the Health Care Plan.

The designated back-up person should be at a known location and close enough to respond to a phone call in five minutes or less.

You may want to have a second back-up plan also, in the rare situation that your back-up person is not available.

### ***Variations to Group Size Limitations***<sup>105</sup>

Although you are required to conduct activities for each group in a specific classroom or other defined space within a larger area, some variations are allowed. This provides some options for centers that are operating in a large room, such as a gymnasium or cafeteria.

You can create definable spaces and separate groups by using low bookcases, dividers, or other furniture. You may also be allowed some variations to these group size limitations, if you are able to demonstrate in writing and practice your ability to vary the group size based on staff qualifications, program structure, and usable space. Your written plan should address issues of noise levels and evacuation of children in emergency situations as well.

Your proposed plan will be reviewed by your licensor in consultation with his or her regional manager to determine if it will be approved. A formal waiver should not be required. In considering approval or addressing any problems that arise, the licensor will identify the concerns in terms of meeting staff qualifications, program structure, and space needs.

<sup>104</sup> Washington State Department of Social & Health Services. Guide For School-Age Child Care Requirements, p. 5.

<sup>105</sup> Ibid., pp. 5, 11.

## ***Gaining Extra Staff to Reduce the Staff-Child Ratio***<sup>106</sup>

You can add quantity and quality to your program without extra expense. You can reduce the staff-child ratios to better include children with special needs. Any volunteer will need to meet the requirements of a volunteer as identified in the WAC. Some places to look for extra help include:



- *Parents, grandparents or siblings of any of the children in your program.*
- *Student teachers from local colleges, community colleges and universities.*
- *Interns or students doing field placements or internships from schools of social work, sociology, psychology, nursing, medicine, physical or occupational therapy.*
- *High school students enrolled in child development, work study programs or community action clubs.*
- *Foster grandparents or other retired people.*

## ***Staff Development and Training*** ***WAC 388-151-200***

Note: The material in this section supplements and expands upon the information on Staff Development and Training on pages 119-134 of the Guidebook.

### **Relevant NSACA Standards**<sup>107</sup>

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**Key 32: Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.** The chart below shows the **Standards** in bold text and the *Examples* in italic text.

**A written job description that outlines responsibilities to children, families, and the program is reviewed with each staff member.**

*The job description includes expectations regarding space set-up, activity planning, supervision, and behavior management.*

<sup>106</sup> *All Kids Count*, p. 33.

<sup>107</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 59.

**Written personnel policies are reviewed with staff.**

*Staff can read and ask questions about their hours (e.g., schedules, breaks, time for planning and training).*

*Benefits and grievance procedures are clearly spelled out.*

**Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff.**

*New staff can read about program policies and refer to written descriptions at a later date.*

*Basic ethical standards are reviewed with all new staff (e.g., the need for confidentiality about information on children, families, and other staff).*

**New staff are given a comprehensive orientation to the program philosophy, routines, and practices. They are personally introduced to the people with whom they will be working.**

*New staff are introduced to the custodian, school principal, agency director, as well as co-workers in the program.*

*They are given a tour of the program space and shown where to find materials and supplies.*

*They are told about the schedule, activities, guidance policies, and the special needs of individual children.*

*They have a chance to discuss any questions they may have about the program's mission and philosophy.*

**An Important Reminder:** The NSACA Standards represent best practices. The training hours stated below are *not required*. They provide guidance for programs striving for a high level of excellence.

**Key 33:** The training needs of the staff are assessed, and training is relevant to the responsibilities of each job. Assistant Group Leaders receive at least 15 hours of training annually. Group Leaders receive at least 18 hours of training annually. Senior Group Leaders receive at least 21 hours of training annually. Site Directors receive at least 24 hours of training annually. Program Administrators receive at least 30 hours of training annually. The chart below show the **Standards** in bold text and the *Examples* in italic text.

**Staff receive training in how to work with families and how to relate to children in ways that promote their development.**

*This training includes:*

- *How to foster children's self-esteem.*
- *Positive techniques for guiding children's behavior and for helping children to guide their own behavior.*

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## STAFFING, RATIOS, GROUP SIZE, AND TRAINING

- *Responding to the differing needs of children (e.g., age, temperament, culture, and special abilities).*
- *Anti-bias training and how to apply it in working with children and families.*
- *Problem solving, conflict resolution, and development of respect for peers.*
- *How to help children improve academic skills, especially reading, writing, and math. (This training is critical for staff who will be helping with home-work, tutoring, and remediation.)*
- *Positive techniques for communicating with families. This should include learning the languages and cultural traditions of the families in the program.*
- *Learning about different types of families (e.g., single-parent, dual-career, blended, adoptive, gay and lesbian, etc.).*

### **Program directors and administrators receive training in program management and staff supervision.**

*Training addresses the following: cultural issues, financial management, risk management, quality assurance, and staff supervision.*

*Program directors and administrators have a chance to visit other programs and share best practices with their peers.*

*Directors and administrators have access to supervisory and management books and magazines.*

### **Staff receive training in how to set up program space and design activities to support program goals.**

*Staff learn how to use mobile furniture and equipment to create interest areas in large, open, shared space.*

*Staff learn how to adapt space and activities for children with disabilities.*

*They learn how to supervise games and sports, including non-competitive, team-building activities.*

*Staff learn how to work with older children to develop clubs and hobbies that will hold older children's interest.*

### **Staff receive training in how to promote the safety, health, and nutrition of children.**

*Staff are trained in first aid and rescue breathing.*

*Staff know how to identify, document, and report cases of suspected child abuse and neglect.*

*Staff understand the nutritional needs of school-age children.*

*They know how to prepare healthy meals and snacks under sanitary conditions.*

**Key 34: Staff receive appropriate support to make their work experience positive.**  
The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**The program has a plan in place to offer the best possible wages and working conditions in an effort to reduce staff turnover.**

*Compensation takes education and experience into account.*

*Staff are compensated for time spent in training and planning.*

*Wages are above the minimum hourly wage and are competitive with other human services jobs.*

**Full-time staff receive benefits, including health insurance and paid leaves of absence. Staff are also given paid breaks and paid preparation time.**

*If possible, the program provides the following: dental,*

*life, and disability insurance; retirement benefits; and subsidized child care.*

**Staff are given ample time to discuss their own concerns regarding the program.**

*Staff meet regularly (for at least an hour, twice a month) to discuss program operations and the changing needs of children.*

*Staff are able to communicate daily about issues that need immediate attention (e.g., family crises, behavior issues, changes in dietary or medical needs).*

*Staff discuss new strategies for rough transitions.*

*Staff develop a plan for responding consistently to a child who is having problems.*

*Staff plan program-wide activities and get-togethers.*

*Staff have a process for negotiating interpersonal differences (e.g., cultural, gender, or value differences).*

**Staff receive continuous supervision and feedback. This includes written performance reviews on a timely basis.**

*Supervisor and staff member regularly discuss activities and interactions with children.*

*They work together to set goals for the coming month.*

*Each staff person receives a written evaluation at least yearly.*

*These evaluations include comments based on observation of staff performance.*

*Staff participate in their own assessment.*

*The program keeps written, updated notes on staff performance and feedback.*

*It keeps records on file of staff participation in continuing education and training.*

## ***School-Age Care Staff Provide Professional Services***<sup>108</sup>

**A PROFESSIONAL IS  
A PERSON WHO  
USES SPECIALIZED  
KNOWLEDGE AND  
SKILLS TO DO A JOB  
OR PROVIDE A  
SERVICE.**



A professional is a person who uses specialized knowledge and skills to do a job or provide a service. As someone who guides the growth and learning of children during out-of-school hours, you are a member of an important profession.

You work with children during the years when they are increasingly interested in exploring the world beyond home and family. You help them master new skills; learn to solve problems; build relationships with others; develop creativity; and become resourceful, responsible, and independent individuals. The care and guidance you provide affects how children feel about themselves. These experiences enable children to see themselves as competent individuals. They are then more likely to make good decisions and succeed in life.

Professionals take advantage of opportunities to learn more about children and to develop and continually improve their skills. They continually assess their work and are open to fresh ideas and new perspectives.



*Some suggestions for ways you can continue to learn about school-age care and school-age children:*

- *Join and participate in professional organizations and training activities for school-age staff.*
- *Read books or articles on child development and appropriate programming for school-age children.*
- *Talk with and observe colleagues to learn more about working with school-age children.*
- *Try out new knowledge and skills on the job.*
- *Develop and follow short- and long-range plans for professional development.*
- *Seek out anti-bias information to enhance work with children and their families.*

<sup>108</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 2. Washington, DC: Teaching Strategies, Inc., 1995, pp. 373-74.

## ***Professional Standards for School-Age Care Programs***

Every profession sets standards for performance. As noted in the Introduction, in early 1998, the National School-Age Care Alliance published The NSACA Standards for Quality School-Age Care. The Standards are designed to describe the best practices in out-of-school programs for children and youth between the ages of five and fourteen. Those standards have been featured at the beginning of each section of this Companion Guide.

The NSACA Standards are part of a system of program improvement and accreditation. The system is based on a method of self-study and program improvement, which allows all programs to benefit from the system based on their own unique circumstances.

The National Association of Elementary School Principals has developed a set of standards for quality school-age child care. These standards are directed at elementary school principals and set forth standards for designing and operating school- and community-based programs.



# Chapter 5

## Health and Nutrition

### Chapter 5

*Helping School-Age Children  
Make Good Eating Choices  
and Develop Healthy Eating  
Habits*

*Nutrition  
(WAC 388-151-240)*

Note: The material in this section supplements and expands upon the information on Health and Nutrition on pages 135 - 178 of the Guidebook.

### Relevant NSACA Standards

**Key 20: The program serves foods and drinks that meet the needs of children and youth.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**The program serves healthy foods.**

*Foods high in fats, salts, and sugars are limited.*

*A balance of fruits, vegetables, grains, and proteins is served.*

*Snacks include healthy foods from various cultures.*

**Drinking water is readily available at all times.**

*Water from sinks and fountains has been tested for quality.*

*Filtered water is available at sites where the water quality is poor.*

*Drinking water is carried for off-site visits and field trips.*

*Staff allow more time for children to drink water in hot weather.*

**The amount and type of food offered is appropriate for the ages and sizes of children.**

*The program offers serving sizes appropriate for children's ages and sizes.*

*The program offers food to children who forget or bring only "junk food" from home.*

*Staff support children's need to self-regulate the amount they eat.*

*Most of the food put out at snack time gets eaten.*

*Children do not complain a lot about disliking the food.*

*Options are provided for children with special dietary concerns (e.g., Kosher, vegetarian, and diabetic children).*

**Snacks and meals are timed appropriately for children.**

*Snacks are available when children arrive.*

*Children have enough time to eat without rushing.*

*The timing is flexible enough to meet the needs of individuals.*

*All children are notified before snacks are put away.*



## ***Helping School-Age Children Make Good Eating Choices and Develop Healthy Eating Habits***

Here are some general guidelines about healthy eating for school-age children and how you can help them develop life-long healthy eating habits:

- Remember “division of responsibility” in feeding (see below).
- Provide a wide variety of nutritious foods.
- Provide adequate portion sizes.
- Involve children in planning and preparation of food.
- Teach safe food handling principles.
- Teach children to be informed consumers.
- Do not use food or eating to manipulate or control behavior.
- Help children learn to detect and trust hunger, appetite and satiety.
- Teach children that there are many ways to deal with uncomfortable feelings beside eating.
- Model healthy eating...both foods and attitudes.

### **DIVISION OF RESPONSIBILITY IN FEEDING**

*Caregivers are responsible for:* what foods are offered, when foods are offered, the atmosphere and social environment in which foods are offered.

*Children are responsible for:* how much they eat, which of the foods offered they select, even...whether they eat.



**BEYOND CRACKERS**

There are a number of breads and other grain products to include in your snacks other than crackers:

<b>Item</b>	<b>Serving Size (6-12 years)</b>
Bagels	1
Small bagels	2
Bao: Chinese steamed bun	1
Biscuits	1
Bread sticks (dry)	3
Bread sticks (soft)	1
Buns	1/2
Cereal, cold, low sugar	1 oz.
Cereal, hot	1/2 cup
Corn bread (2" x 1")	1
English muffins	1
French bread or baguette	1 slice
Matzo	1
Muffin	1
Pancakes	2
Pasta (spaghetti, noodles, macaroni, low-fat ramen)	1/2 cup, cooked
Pita bread	1/2
Popcorn (air popped)	2 cups
Pretzels (soft)	1
Pretzels (hard)	10
Quick breads (pumpkin, zucchini, banana, applesauce)	1 slice
Raisin bread	1 slice
Rice	1/2 cup
Rolls	1
Rye bread	1 slice
Tortillas (corn, whole wheat, flour – 6")	2
Whole grain breads (can be made into cinnamon toast, french toast, mini sandwiches, cheese toast, bread pudding, etc.)	1 slice



# Chapter 6

## Safety and Environment

### Chapter 6

*General Safety, Maintenance,  
and Site*  
(WAC 388-151-280)

*Outdoor Play Area*  
(WAC 388-151-320)

*Indoor Space*  
(WAC 388-151-330)

*Toilets and Handwashing Sinks*  
(WAC 388-151-340)

### *General Safety, Maintenance, and Site* **WAC 388-151-280**

Note: The material in this section supplements and expands upon the information on General Safety, Maintenance, and Site on pages 195-205 of the Guidebook.

#### **Relevant NSACA Standards**<sup>109</sup>

**Key 16: The safety and security of children and youth are protected.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**There are no observable safety hazards in the program space.**

*The floor is free of dangerous clutter and spills.*

*All of the following are covered and secured: electrical cords, heating pipes, sharp-edged objects.*

**Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.**

*A system is in place to allow staff to know which children are in the bathroom and how long they have been there. For example, children may put a clothespin by their names and set an egg timer.*

*Access is monitored and staff respond when strangers enter the program.*

**Equipment for active play is safe.**

*Large equipment is bolted down.*

*Children wear appropriate protective gear (e.g., helmets for biking, and helmets, wrist and knee guards for in-line skating.)*

**A system is in place to keep unauthorized people from taking children from the program.**

*Staff know who is authorized to pick up each child.*

*Staff know what to do if an unauthorized person attempts to pick up a child.*

<sup>109</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 10.

## ***Keeping School-Age Children Safe*<sup>110</sup>**

Safety is freedom from danger, and danger is minimized by reducing hazards that might cause an accident or emergency.

To feel safe, children must trust the important adults in their lives to prevent or reduce hazardous situations. They rely on adults to know what to do when accidents occur. As children become more independent, they can take steps to control their environment. They are better able to explore their world safely and to stay free from danger.

Although accidents are the leading cause of death among children, national studies indicate 95 percent of these accidents are preventable. Active and curious school-age children are often vulnerable to dangers in their environment. Risk-taking is common, especially for children who have entered the rapid growth period prior to adolescence. They are testing their new physical and mental abilities.

Keeping school-age children safe involves creating a safe environment that has structure and clear limits but also encourages and supports exploration and risk-taking. It involves handling emergencies calmly and effectively. Through your actions, you help children develop positive attitudes about safety and learn how to keep themselves safe.

## ***Using a Safety Checklist*<sup>111</sup>**

Once you have created a safe environment, the next step is to keep it that way. A safety checklist, used regularly, is a good tool for identifying potential hazards. Although you must assume full responsibility, school-age children can help you identify problems. Some things should be checked daily, others can be checked monthly.

After completing the checklist, list each item in need of attention and identify the steps you will take to improve the safety of your environment. Discuss the steps for improvement with the children who helped you complete the checklist.

**A SAFETY  
CHECKLIST, USED  
REGULARLY, IS A  
GOOD TOOL FOR  
IDENTIFYING  
POTENTIAL  
HAZARDS.**



<sup>110</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 29-30.

<sup>111</sup> *Ibid.*, pp. 44-48.



*Here is a sample checklist you can adapt to your program:*

### ***Indoor Safety Checklist***

**Date:** \_\_\_\_\_ **Safety Checkers:** \_\_\_\_\_

<b>Safety Conditions</b>	<b>Satisfactory or Not Applicable</b>	<b>Needs Attention</b>
<b>CHECK DAILY</b>		
1. The room is free of clutter.	<input type="checkbox"/>	<input type="checkbox"/>
2. Tables and chairs are in good repair.	<input type="checkbox"/>	<input type="checkbox"/>
3. Furniture is free of sharp edges and splinters.	<input type="checkbox"/>	<input type="checkbox"/>
4. Storage units are stable and secured; drawers and doors are closed.	<input type="checkbox"/>	<input type="checkbox"/>
5. Extension cords are not used near water or placed where someone might trip over them.	<input type="checkbox"/>	<input type="checkbox"/>
6. Steps, platforms, and lofts have padding underneath and protective railings.	<input type="checkbox"/>	<input type="checkbox"/>
7. The room contains no highly flammable furnishings or decorations.	<input type="checkbox"/>	<input type="checkbox"/>
8. Hazardous chemicals and equipment (woodworking tools, specialized knives), cleaning materials, and other dangerous substances are stored only in locked cabinets and used by children only with adult supervision.	<input type="checkbox"/>	<input type="checkbox"/>
9. Floors are dry.	<input type="checkbox"/>	<input type="checkbox"/>

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## SAFETY AND ENVIRONMENT

- |                                                        |                          |                          |
|--------------------------------------------------------|--------------------------|--------------------------|
| 10. Rugs are in place and securely fastened.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Exit doors are clearly marked and free of clutter. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Exit signs are in working order.                   | <input type="checkbox"/> | <input type="checkbox"/> |

### CHECK MONTHLY

---

- |                                                                                                               |                          |                          |
|---------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 13. Blocks and other wooden items are smooth and splinter-free.                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Moving parts (wheels, knobs) are securely fastened and working properly.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Scissors and knives used by children are sharp enough to cut with easily.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Hinges, screws, and bolts on furniture and equipment are securely fastened.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. The smoke detector is working properly and the fire extinguishers are properly located and fully charged. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Electrical wires are not frayed.                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Radiators and hot water pipes are covered or insulated.                                                   | <input type="checkbox"/> | <input type="checkbox"/> |

*Outdoor Safety Checklist*

Date: \_\_\_\_\_ Safety Checkers: \_\_\_\_\_

Safety Conditions	Satisfactory or Not Applicable	Needs Attention
-------------------	-----------------------------------	-----------------

**CHECK DAILY**

- |                                                                                                |                          |                          |
|------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Play equipment is free of splinters and rough surfaces.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There is sufficient cushioning under play equipment.                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. No objects or obstructions are under or around equipment where children might fall.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Play equipment is free of frayed cables, worn ropes, and chains that could pinch.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Play areas are free of broken glass, debris, standing water, and loose gravel (on asphalt). | <input type="checkbox"/> | <input type="checkbox"/> |

**CHECK MONTHLY**

- |                                                                                                        |                          |                          |
|--------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 6. Screws, nuts, and bolts on climbing and other equipment are securely fastened and do not stick out. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Bicycles and other equipment are in good repair (screws tight, chains oiled, and not rusted).       | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Metal equipment is free of rust or chipped paint.                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Equipment is securely affixed to the ground.                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Fences enclose the area, are in good repair, and are free of splinters.                            | <input type="checkbox"/> | <input type="checkbox"/> |

## Outdoor Play Area WAC 388-151-320

Note: The material in this section gives specific information about the Outdoor Play Area for a school-age care program and supplements and expands upon the information on Outdoor Play Area on pages 214-218 of the Guidebook.

### Relevant NSACA Standards<sup>112</sup>

**Key 11: The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program.**

*When weather permits, children can go outdoors often.*

*An indoor space is available for large-motor activities when the weather is bad (e.g., extreme cold, heat, or smog alert).*

**Children can use a variety of outdoor equipment and games for both active and quiet play.**

*Storage areas are kept open so that children may select play equipment.*

*Outdoor games and sports equipment are stored close to the play space.*

**Permanent playground equipment is suitable for the sizes and abilities of all children.**

*Equipment offers various levels of challenge.*

*Older children have access to more challenging equipment.*

*Equipment is accessible for use by children with disabilities. For example: There are enough ramps and paved areas for children in wheelchairs to be able to use the playground.*

**The outdoor space is suitable for a wide variety of activities.**

*There is an open area where children can run, jump, and play.*

*There is a protected area for quiet play and socializing.*

*There is a large ball field area.*

**Key 27: The outdoor space is large enough to meet the needs of children, youth, and staff.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

<sup>112</sup> Janette Roman (ed.), The NSACA Standards for Quality School-Age Care, National School-Age Care Alliance, 1998, p. 26.

**There is enough room in the outdoor space for all program activities.**

*If the program does not have its own outdoor space, it has daily access to an off-site space such as a park or playground.*

*If the program has a small space, children's outdoor time is staggered so that children are not crowded.*

**The outdoor space meets or exceeds local health and safety codes.**

*Clean drinking water is available outdoors.*

*Fencing is provided when needed to ensure the safety of children.*

**Staff use outdoor areas to provide new outdoor play experiences.**

*Groups take walks in the neighborhood or visit local spots for exploring nature (e.g., creeks, ponds, beaches, and forests).*

*Staff take children on trips to a baseball field, swimming pool, or skating rink, if possible.*

**There is a procedure in place for regularly checking the safety and maintenance of the outdoor play space.**

*Someone routinely tests to be sure that large equipment is anchored and in good repair (e.g., free of rust, splinters, or loose nails and screws).*

Outdoor space used by your program can be organized by interest areas that provide a variety of materials and activities. You can locate active play areas near each other and separate them from the quiet ones.



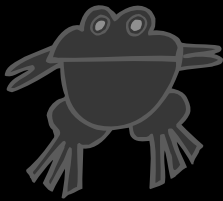
*Some suggestions for outdoor interest areas:*<sup>113</sup>

<b>Interest Area</b>	<b>“How to” Ideas</b>
<b>Large Muscle</b>	The playground equipment includes swings, slides, and climbers.
<b>Science and Nature</b>	Activity kits are kept in the storage shed and used to explore the plant and animal life present in the outdoor space.
<b>Woodworking</b>	A bench is set up in an area away from active games and sports, tools are kept in the storage shed.
<b>Gardening</b>	A vegetable garden is in a sunny spot near the building, tools and a hose are kept in the storage shed, an outside spigot provides water.
<b>Sports and Active Games</b>	There is a large field and an outdoor basketball court; balls, equipment, and rule books are kept in the storage shed.
<b>Construction</b>	Saw horse, boxes, planks, tires, and boards are located on the grassy area next to the playground equipment.
<b>Sand Play</b>	A covered sandbox is next to the playground equipment, digging tools and a variety of props are kept in the storage shed.
<b>Reading and Quiet Games</b>	A picnic table with two benches sits under a shady tree, away from the noise and hubbub, books come from indoors, cards and small games are kept in the storage shed.
<b>Riding and Skating</b>	A section of the paved surface is marked with safety cones, bikes, skates, and safety gear are kept in the storage shed.
<b>Jumping Rope</b>	A section of the paved surface is marked with safety cones; ropes and books of jump rope jingles are kept in the storage shed.
<b>Arts and Crafts</b>	Easels, paper, paints, and brushes are carried from indoors to a designated area of the blacktop; tote boxes filled with craft supplies are kept in the storage shed; there is a picnic table with benches.
<b>Water Play</b>	The water table and props are carried from indoors to an area of the blacktop near the water spigot; on hot days a sprinkler is set up on the grass.
<b>Club Meetings</b>	Several sizes of cable spools from the telephone company are set up on the grass under a tree; materials are kept in the storage shed brought from indoors.

<sup>113</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 196-97.

## ***Walking Safely to Outdoor Activities***

**REGARDLESS OF  
YOUR DESTINATION,  
CHILDREN NEED TO  
LEARN TO WALK  
SAFELY NEAR  
TRAFFIC.**



Some school-age programs do not have outdoor space immediately adjacent to their indoor space. They must regularly walk to a school or park for outdoor activity time.

There are many other good reasons to walk in the neighborhood of your program. For example, you might walk to a community facility (such as a bowling alley or tennis court) to offer the children new and challenging experiences. You might plan walks to explore new concepts of skills: a listening walk, a walk to collect seeds in the fall, or a visit to local stores to purchase something the group needs.

Regardless of your destination, children need to learn to walk safely near traffic. Statistics indicate that over 90 percent of all pedestrian-related accidents are the fault of the pedestrian, not the motorist.

### **THE SAFE STREET CROSSING PROCEDURE:**

This simple procedure, which has been tested with children in several large programs in other cities, is designed to be useful in all kinds of street crossing situations, from the deliberate crossing at a corner to the excited dash into the street after the proverbial ball. Here's how it works. The child is taught to:

1. Stop at the edge of the roadway or curb. If parked vehicles are present, check to be sure they are not about to move (e.g., that they don't have engines running or drivers inside). Then, if parked cars are present, walk to the street side of the cars and stop again, at the edge of the edge of the parked vehicles, close enough to touch them.
2. Turn your head and eyes all the way to the left, so that the visual field includes all of the left traffic lane, and look for left-approaching vehicles.
3. Similarly, turn head and eyes to the right and look for right-approaching vehicles.
4. Look to the left again and check to make sure that the roadway is still clear.
5. If crossing at a corner, turn head and look over the shoulder to see traffic coming from behind, and also look ahead for traffic coming from ahead.
6. Enter the street **IF** no cars are detected. Cross warily, still watching to both sides.
7. **IF** a vehicle is approaching, wait for it to pass. **THEN** repeat the left-right-left and over-the-shoulder searches before entering the street. Perform this step as many times as necessary until there are no approaching vehicles.

Before taking a walk with children, review and discuss these safety guidelines. Think ahead about children who act impulsively or who are easily distracted. Be sure to provide extra supervision for them.

## ***Fall or Use Zones Around Outdoor Play Equipment***<sup>114</sup>

**MOST INJURIES ON  
PLAYGROUND  
EQUIPMENT ARE THE  
RESULT OF FALLS.**



The Washington State Department of Health has developed a playground safety manual entitled, The Department of Health Indoor/Outdoor Safety Checklist. They have prepared a self-help checklist to help you in assessing the safety of your playground sites. (See Resources section.)

Most injuries on playground equipment are the result of falls. One important prevention strategy is to ensure that the space onto which a child may fall (the “fall zone” or “use zone”) is free of hazards. (The Department of Health defines a slide exit fall zone as the height of the slide plus 4 feet with a 6 feet minimum; the fall zone for swings is twice the height of the beam).

The Department of Health checklist includes these requirements for fall zones:

1. Equipment fall zones must be unobstructed for a minimum of 6 feet in all directions
2. Fall zones must be free of suspended hazards, such as cables, wires, ropes, etc.
3. Each piece of play equipment’s fall zone must be free of the fall zone of other equipment. Fall zones cannot overlap with each other.
4. Semi-enclosed spaces that are part of other structures (such as sand boxes under climbers) cannot count as part of the fall zone for other equipment.

## ***Indoor Space WAC 388-151-330***

Note: The material in this section gives specific information about the Indoor Space for a school-age care program and supplements and expands upon the information on Indoor Space on page 219 of the Guidebook.

### **Relevant NSACA Standards**<sup>115</sup>

**Key 9: The program’s indoor space meets the needs of children and youth.** The chart below shows the **Standards** in bold text and shows the *Examples* in italic text.

**There is enough room for all program activities.**

*Children can work and play without crowding.*

*There is enough space so that indoor activities do not interfere with each other.*

*There is indoor space for active play during bad weather.*

<sup>114</sup> Washington State Department of Social & Health Services, The Department of Health Indoor/Outdoor Playground Safety Checklist, 1995, p. 3.

<sup>115</sup> Janette Roman (ed.), The NSACA Standards for Quality School-Age Care, National School-Age Care Alliance, 1998, p. 22.

**The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.**

*Messy play takes place near the sink or by a floor that is easy to wash.*

*Materials are sorted and well organized.*

*Running water is conveniently located.*

**The space is arranged so that various activities can go on at the same time without much disruption.**

*Active play does not disrupt quiet play (e.g., loud music does not distract children doing homework).*

*Pathways allow children to move from one place to another without disturbing ongoing activities.*

*Sharing the space with other groups (e.g. schools or churches) does not restrict the children's activities or noise level.*

**There is adequate and convenient storage space for equipment, materials, and personal possessions of children and staff**

*There is a place for children and staff to store personal belongings.*

*Materials used frequently and works-in-progress are accessible to children.*

*There are other places to store bulk materials and things not currently in use.*

**Key 10: The indoor space allows children and youth to take initiative and explore their interests.** The chart below shows the **Standards** and shows the *Examples* in italic text.

**Children can get materials out and put them away by themselves with ease.**

*Materials that see frequent use are kept on low and open shelves.*

*Materials and supplies are equally accessible to all children.*

*If supply cabinets are locked, they can be opened for use while children are at the program.*

**Children can arrange materials and equipment to suit their activities.**

*Children can choose tables and desks that are at the right height for their size and activity.*

*Children can sit comfortably without being cramped (e.g., with feet on the floor and arms on the table).*

*Children can move furniture easily to make more room or to define an area.*

*The indoor space reflects the work and interests of the children.*

*Displays feature children's artwork and other pictures of interest to them.*

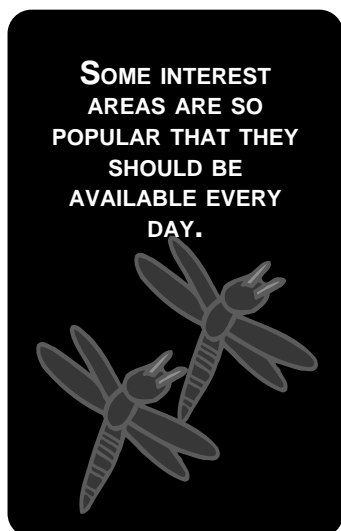
*Children are free to personalize the space and redefine some areas for their purposes (e.g., to build "forts" or clubhouses.)*

*The décor portrays people from different ethnic and racial backgrounds engaged in a variety of roles.*

**Some areas have soft, comfortable furniture on which children can relax.**

*Children can use couches, cushions, beanbag chairs, or rugs.*

*There are some spaces that suit children who want to rest or be alone.*



### ***Establishing Interest Areas***<sup>116</sup>

Most good school-age programs divide their environments into interest areas – clearly defined spaces with materials and equipment focused on a theme or type of activity. This is done for several reasons:

- It structures the environment so children can choose their own activities.
- It also gives children the freedom to work and play alone or with a small group of friends.
- Well-organized and inviting interest areas allow children to engage in activities with little help or assistance.
- This organization frees you to support and encourage children who do need attention and assistance.

Regardless of the size or shape of your program's environment, you can set up interest areas. In a large room the areas can be relatively permanent, defined by architectural features and furniture. In smaller rooms, some areas may remain in place throughout the year, while others are created by using rolling carts, baskets, or boxes to store and display materials.

In deciding which interest areas to create in your program, consider the number, ages, and interests of the children enrolled; size and characteristics of your space; and requirements related to sharing space. Some interest areas are so popular that they should be available every day. Others can be established in response to children's interests and left up until children have moved on to other topics. Sub-areas can address special interests.

<sup>116</sup> Derry G. Koralek, Roberta Newman, and Laura J. Colker, *Caring for Children in School-Age Programs*, Vol. 1, Washington, DC: Teaching Strategies, Inc., 1995, pp. 180-84.



*Some popular interest areas are described below. Discuss with your colleagues and the children in your program which ones are priorities for you:*

Interest Area	Some Ideas of What to Include and How to Set It Up
Board and Table Games Area	Includes board and card games, puzzles, word games, crossword puzzles, and other small games. There are tables and chairs and protected space on the floor for playing games. Materials for inventing and making new games and puzzles are stored on a shelf or in a box or basket. Board and table games allow children to develop the skills needed to work and play cooperatively with others. Most younger children enjoy simple games that are played for 20 to 30 minutes. These games can be rotated every few weeks to give children new options. Older children prefer more complex games that take a long time to play. They may play challenging games such as chess and backgammon daily, over a long period of time, gradually mastering the skills involved.
Quiet Area	Located near a good source of light for doing homework and reading. It is an inviting, comfortable, restful place where children can read, relax, do homework, play paper-and-pencil and blackboard games, use a computer, listen quietly to music or recorded stories, or talk with a friend. This area is stocked with materials such as paper, pens, pencils, erasers, index cards, rulers, computer programs, and a wide variety of books and magazines.
Large-Group Activity Area	Located away from quiet activities with lots of space for children to move freely. This flexible area is used for gross motor activities, meetings, play rehearsals, dancing, and performances. (Clubs may meet here or in other areas, such as science and nature, math, or arts and crafts). Some programs have access to a gymnasium or separate room for these activities. Because a variety of activities take place here, there is ample storage for props and costumes, club supplies, musical instruments, and CD and tape players.



Interest Area	Some Ideas of What to Include and How to Set It Up
---------------	----------------------------------------------------

Blocks and Construction Area	Located in a well-protected space, out of the line of traffic. Shelves define the area and a flat carpet provides a smooth surface for building. Ideally, structures can be saved from one day to the next. Blocks of different sizes and types (e.g., unit blocks and Legos), construction materials (e.g., Lincoln logs), and props (e.g., small cars and trucks) are stored on open shelves. Block building encourages children to think, play, and solve problems. They learn about sizes and shapes and how to cooperate as they play and carry out their ideas. Unit blocks help children grasp basic mathematical concepts. Some children build complex structures and play with them for several days. A sub-area can provide materials for creating huts, hideaways, caves, and tents children can use in dramatic play.
------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Interest Area	Some Ideas of What to Include and How to Set It Up
---------------	----------------------------------------------------

House Corner	Defined by shelves and furniture. It is equipped with props and materials that encourage imaginative play. Because the family is so important to them, younger children especially enjoy a house corner filled with familiar objects. If your program doesn't have many younger children, or if the children begin to outgrow or tire of this kind of play, you can dismantle the area or create a dramatic play area with a broader range of props and costumes.
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Long-Term Project and Hobby Area	Located in a protected place with shelves and tables for storing and displaying children's ongoing projects. This area is a must if older children are enrolled in your program. They have the skills and attention spans to carry out projects over a long period of time.
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Stocked with prop boxes that encourage play around a specific theme such as a travel agency, veterinarian's office, or a television station. This area might focus on a specific theme for several weeks. Older children especially enjoy developing a total environment around a theme of their choice. For example, they might create a mini-mall with different shops

Interest Area	Some Ideas of What to Include and How to Set It Up
Dramatic Play Area Arts and Crafts Area	Located near the sink and has a washable (rather than carpeted) floor. It includes easels and a table and chairs. Basic art supplies such as paper, glue, scissors, paint, and markers are within easy reach on a nearby shelf. Children use art materials to express ideas and feelings and to explore their creativity. Craft projects help develop small muscle coordination. Sub-areas (rotated if space is limited) encourage children to explore modeling and carving, sculpting, collage making, weaving and stitchery, printing, and batik and tie-dye.
Sand and Water Area	Adds softness and sensory experiences to the environment. Younger children especially enjoy this area; sand and water are very calming materials. Located near the sink and away from carpeting, it includes a sand and water table and a variety of props children use to explore the properties of these natural materials. You only need about two inches of sand or water to make this a great activity. If space is limited or shared, or if only a few younger children are enrolled, you can use a small, light table on wheels.
Interest Area	Some Ideas of What to Include and How to Set It Up
Science and Nature Area	Located near windows and the sink. It is a place to set up experiments, observe and learn about animals, and display collections and special items, such as a snake's molted skin or an abandoned hornet's nest. If space allows, this area can include basic materials and supplies for exploring science (for example, tools and items for measuring, weighing, magnifying, examining, and taking apart). Every few weeks, new materials, equipment, and experiments can be introduced to keep interests alive. The area allows children to investigate and think about nature and the environment and encourages them to become involved in community projects.
Woodworking Area	Includes a workbench set up outdoors or indoors, with a variety of simple tools, safety equipment, wood scraps, and books of suggested projects. It is located near other noisy activity areas and is constantly supervised when in use. This area provides hands-on, practical learning opportunities.

<b>Interest Area</b>	<b>Some Ideas of What to Include and How to Set It Up</b>
	“selling” things made by the children. Other children could purchase items with pretend money.
<b>Music Area</b>	Includes instruments, music books, CD and tape players, and CDs and tapes representing a wide range of musical styles, including music from different cultures. When space is limited, equipment and supplies can be stored in a closet or wheeled shelving unit and used in the large-group activity area. This area encourages children to use their imaginations as they explore and express their feelings through singing, dancing, listening to, and creating music. Music activities also help children develop small and large muscle coordination.
<b>Math Area</b>	Includes graph and plain paper, pencils, measuring tools, calculators, small blocks, and Cuisenaire rods for children to use in problem solving. It provides many opportunities to test thinking capacities. To minimize distractions and interruptions, it is helpful to locate this area near other quiet activities. The math area can be a useful resource for children in the blocks and construction and science and nature areas.
<b>Collection Area</b>	Provides a safe space where children can categorize, store, and display items related to their special interests. As children become more independent, collections are an excellent way for them to work on their own projects. A Collections Club can accommodate a wide range of interests. The club might have rotating monthly exhibits—Tony’s rocks this month and Regan’s toys from foreign lands next month. If you don’t have room for a separate collection area, you can have sub-areas in other interest areas (for example, arts and crafts or science and nature).

### ***Creating a Culturally Relevant Anti-Bias Environment***<sup>117</sup>

In developing your interest areas and your overall program environment, here are

<sup>117</sup> Measurable Outcomes for CR/ABC In Assessment Tool., p. 2.

some ways you can help ensure that the atmosphere is culturally relevant to your families and actively addresses bias:

- Use diverse ethnic fabrics.
- Provide diversity in dramatic play dolls.
- Reflect the children's home language in materials and displays.
- Accommodate children with special needs.
- Include visual materials that depict a variety of people, in terms of gender, religions, abilities, cultures, and family structures.
- Provide dramatic play clothes from many cultures.

### ***The “Clubhouse Principle” for Children Age Ten and Up***<sup>118</sup>

Informal groups of older school-age children seek separate physical spaces for their “home base.” This is the place where they share experiences with other group members – and gain privacy from others.

A school-age care program that is competing for older children's interest runs up against a variety of other informal social groupings available to these children. You can maximize your chance for success in attracting older children by securing rooms, buildings, and outdoor areas specifically for older children.

While shared space (see following section) may be working well enough with less demanding younger children, older children have an increased desire to personalize their surroundings. In a separate dedicated area, you and the older children can equip and decorate with comfortable furnishings, art, and materials that give this area its own atmosphere. If you cannot find a totally separate space, the use of dividers can help provide a sense of special space.

**THE SAME ACTIVITY  
AREAS AND  
OPPORTUNITIES  
NEED TO BE  
AVAILABLE IN A  
SHARED-SPACE  
PROGRAM AS IN A  
SELF-CONTAINED  
PROGRAM.**



### ***Creating an Environment in Shared Space***<sup>119</sup>

Your program may be housed in shared space such as a multipurpose room, gymnasium, cafeteria, classroom, or recreation center. Even if the space is used for other purposes before and after program hours, your environment should make children feel as if it's designed for them while they are using it. The same activity areas and opportunities need to be available in a shared-space program as in a self-contained program.

<sup>118</sup> The Wonder Years: Programmatic Care Options for School-Ages Ten and Up. n.p.: The School-Age Child Care Project, Wellesley College Center for Research on Women, 1996., pp. 2-3.

<sup>119</sup> Koralek, Derry G., Roberta Newman, and Laura J. Colker. Caring for Children in School-Age Programs. vol. 1. Washington, DC: Teaching Strategies, Inc., 1995., pp. 184-87 and YMCA Volume II, copyright 1992, citing adapted with permission from Roberta Newman, Presto Environments in Shared Space, Keys to Quality in School-Age Child Care Viewer's Guide for School-Age Professionals (Rockville, MD: Montgomery County Public Schools Television Foundation, Inc., 1993), pp. 98-107.

Include set-up and take-down time in the daily routine. Begin by viewing your interest areas as well-organized, portable modules or kits that can be set up quickly and stored easily. It will not be possible to set up every interest area every day. However, you can develop a number of modules or kits to combine in different ways to keep the program varied and stimulating.

Try to create a “homey,” soft, relaxed environment by putting out materials such as:

- Beanbag chairs
- Cushions
- Small rugs
- Carpet squares
- Pictures to hang on the walls
- Small couches

Make sure there is a clear agreement among those sharing space about storage, cleaning, and a process for working out any conflicts. You may want to hold regular meetings to address issues before they become problems.

Sharing space will influence your choice of supplies, equipment, and room arrangement. Before you make these choices, take time to gather information about your space and other parts of the facility to maximize your options. The following list of equipment, furniture, and supplies will help you plan an appropriate environment in shared space. For each item listed, there is a description of why it is suitable for shared space and how it might be used. All of the items are available commercially. However, a volunteer with carpentry skills could make low cost versions of some of them.



## **Equipment, Furniture, and Supplies for Shared Space**

### **Basic Equipment and Furniture**

<b>Item</b>	<b>Description</b>	<b>Suggested Uses</b>
<b>Tables</b>	Sturdy and light: -rectangular (3'x6' or 3'x8') -round -fold-out type -wooden with wheels	<ul style="list-style-type: none"><li>• Play games, do homework, work on crafts</li><li>• Eat meals and snack</li><li>• Display projects</li><li>• Use audiovisual and other equipment</li><li>• Store materials underneath (camouflage with cloth)</li><li>• Create a staff administrative area</li></ul>

Item	Description	Suggested Uses
<b>Chairs</b>	Stack on a wheeled base Folding	<ul style="list-style-type: none"> <li>• Define areas for relaxation and work</li> <li>• Store coats, books, and personal belongings</li> <li>• Sit down</li> <li>• Create borders to define and contain supplies for interest areas</li> <li>• Divide the room (cover backs with attractive, sturdy material)</li> </ul>
<b>Shelves</b>	No more than two to four shelves per unit (higher units limit visibility and may be unsafe): -wooden with pegboard, on wheels -open-up cabinet type	<ul style="list-style-type: none"> <li>• Store staff supplies (face open shelves to wall or cover with a curtain)</li> </ul>
<b>Cabinets</b>	With built-in or attached locks: -wooden on wheels -metal on rolling base	<ul style="list-style-type: none"> <li>• Store supplies</li> <li>• Divide the room</li> <li>• Create displays (front and back)</li> </ul>
<b>Cubbies</b>	Wooden units on wheels with sections (most have 10 to 30 sections) large enough for coats and books	<ul style="list-style-type: none"> <li>• Screen, hide or protect storage areas</li> <li>• Divide the room</li> <li>• Create displays (on the back)</li> </ul>
<b>Roll carts</b>	Metal on wheels with two to three shelves	<ul style="list-style-type: none"> <li>• Transport equipment and supplies from storage to rooms</li> <li>• Set up moveable interest areas</li> <li>• Store heavy equipment such as stereos</li> </ul>
<b>Storage bins</b>	Cardboard, plastic, or wooden crates with tops for easy storage/stacking Labeled to store related items together	<ul style="list-style-type: none"> <li>• Store materials for interest areas</li> <li>• Store supplies</li> <li>• Transport supplies</li> </ul>

### Equipment and Supplies to Make the Space Attractive and Comfortable

Item	Description	Suggested Uses
<b>Beanbag chair, large pillows, or mattress</b>	Light versions that hold 1-2 children, are sturdy, comfortable, durable, and washable. Single-size mattress with attractive, sturdy, washable cover.	<ul style="list-style-type: none"> <li>• Create a home-like, comfortable environment</li> <li>• Add softness to the room</li> <li>• Encourage children to socialize, listen to music, play quiet games</li> </ul>
<b>Area Rugs</b>	Low pile with pads underneath. Large enough for a few children to sit on, but small enough to carry to and from storage areas if necessary.	<ul style="list-style-type: none"> <li>• Create softness and warmth</li> <li>• Encourage children to use the space</li> <li>• Create an area for relaxing</li> <li>• Cut down noise level</li> </ul>

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## SAFETY AND ENVIRONMENT

Item	Description	Suggested Uses
<b>Curtains</b>	Shower curtains or fabric hung from a dowel rod attached to the ceiling or window, or hung between large pieces of portable furniture.	<ul style="list-style-type: none"><li>• Create a soft feeling</li><li>• Define boundaries in the room</li><li>• Create bulletin boards (use push pins to hang items)</li></ul>
<b>Styrofoam sheets</b>	Light insulation sheeting in 2'x3', 3'x5', or 4'x6' sizes	<ul style="list-style-type: none"><li>• Screen storage areas</li><li>• Create more private areas</li></ul>
<b>Tri-Wall cardboard</b>	Sheets of thick, sturdy, corrugated cardboard	<ul style="list-style-type: none"><li>• Create room dividers (designed, built, and decorated by the children)</li><li>• Make clubhouses or private nooks (again, created by the children)</li><li>• Build constructions</li><li>• Create bulletin boards (use push pins to hang items)</li></ul>
<b>Blocks</b>	Large, hollow cardboard or wooden blocks	<ul style="list-style-type: none"><li>• Create private areas</li><li>• Define interest areas</li></ul>

Check your local fire regulations to make sure these items are permitted in your space.



*Following are some possible solutions to some of the challenges of using shared space:*

***Problem: There is too much space – children have a tendency to run around.***

**Solutions:**

- Plan for opportunities to meet children's physical need to be active with outside play or vigorous, structured indoor activities such as jump rope, beanbag toss, balloon or Nerf volleyball, and dancing.
- Discuss with the children why they must not run inside the building. Obtain their cooperation with the rule.
- Be consistent with the rule of no running. Children who are running generally have nothing to do. Remind them of the "no running" rule and help them find something that interests them. Don't just tell them to find something to do.
- Use tables, screens, files, desks, or other equipment to break up large space and make it more difficult to run around.

***Problem: You need time to bring out equipment and set up the areas.***

**Solutions:**

- Have a detailed plan for and diagram of the space, showing where each area

is to be set up. This will allow group leaders, aides, or substitutes to assist the director. It will also allow older children to help.

- Store materials in boxes, baskets, and crates so they can be brought out in large units and separated once they are placed in the area.
- Save time by keeping storage orderly to facilitate easy setting up and putting away. This means periodic (at least weekly) straightening of misplaced items by staff. This could be assigned to a different staff member each week.
- If there is enough space for it, keep all art supplies on a rollaway cart, which leaves even more room in the storage cupboard for other materials.

***Problem: Storage space is limited.***

**Solutions:**

- Keep storage areas neat and uncluttered for maximum use of the space.
- Rather than collecting many new materials, consider “trades” with other directors, thereby giving children access to different items without overloading storage space (or your budget!).
- Ask the school principal if some seldom-used boxes or equipment could be stored in a book room or other out-of-the-way place.

***Problem: There are no display areas.***

**Solutions:**

- Ask the principal if you could use part of a wall for children’s artwork. Show an example of framed art to assure him or her that you will take care to make the display neat and attractive. (Always frame the pictures, label the work, and tape all four sides so the paper won’t curl.)
- Ask if the supply closet could be decorated with art, neatly displayed.
- Use a portable bulletin board.

***Problem: Your rooms are sometimes used by other groups.***

**Solutions:**

- Have ready an “emergency box” of easy projects and supplies to use if you must move from your usual space without much notice.
- Be flexible and professional; make the best of the situation. Have an extended outdoor time, take a neighborhood walk, or ask to use the gym.

## ***Toilets and Handwashing Sinks***

### ***WAC 388-151-340***

Note: The material below gives a specific interpretation about the number of toilets required for a school-age care program and supplements and expands upon the information on Toilets on page 220 of the Guidebook.

In programs on elementary school campuses, you must have a minimum of one accessible toilet for every 30 children. Urinals may substitute for one third of the required toilets for boys.

In facilities not in schools, toilets and handwashing sinks must be provided at one for every fifteen children, with urinals substituting for one third of the required toilets for boys. Accessible handwashing sinks are to be provided at a rate of one for every thirty children. Boys and girls should have separate restrooms.

## ***Encouraging Handwashing***<sup>120</sup>

Note: The material below provides an idea about encouraging children to wash their hands and supplements and expands upon the information on handwashing on pages 221-223 of the Guidebook.

### **Handwashing Rap**

You **gotta'** wash your **hands**, and  
You **gotta'** wash 'em **right**,  
Don't **give** in to **germs**  
With-**out** a **fight**.

Use **water** that's **warm**  
And **lots** of soapy **bubbles**,  
**These** are your **weapons**  
For **preventing** germ **troubles**.

Don't **cut** your time **short**  
Your **fingers** – get **between**,  
It **takes** twenty **seconds**  
To **make** sure they're **clean**.

Gotta' **wash...** gotta' **wash**  
Gotta' – **wash** – your – **hands**,  
Gotta' **wash...** gotta' **wash**  
Gotta' – **wash** – your – **hands**.

NOTE: Words/syllables in heavy type carry the stronger beat.

<sup>120</sup> Seattle-King County Department of Public Health, Child Care Behavior Handbook, Seattle-King County Department of Public Health.

# Chapter 7

## Agency Practices

### Chapter 7

*Child Abuse, Neglect, and  
Exploitation (WAC 388-  
151-420)*

### *Child Abuse, Neglect, and Exploitation WAC 388-151-420*

Note: The material in this section supplements and expands upon the information on Child Abuse, Neglect, and Exploitation on pages 239-242 of the Guidebook.

#### Child Abuse Reporting, Rights and Obligations<sup>121</sup>

**Mandated Reporters.** Licensed providers and their employees are mandated reporters of child abuse and neglect. Washington state law (RCW 26.44) and the Washington Administrative Code (WAC 388-150) require that providers and their employees report all incidents where there is reason to suspect physical, sexual or emotional abuse, neglect or child exploitation. If you are unsure whether to report, you can call the Children's Administration intake staff and discuss the situation with them.

**Time Limits.** Licensed providers and their employees must immediately report by phone any instance of abuse, etc. (WAC 388-150-480(2) and WAC 388-151-480(2)). The Children's Administration intake lines for reporting child abuse and neglect, as well as licensing complaints, are open 365 days a year, 24 hours a day.

**Legal Responsibility.** Anyone who makes a report in good faith or gives testimony with regard to possible abuse, neglect or exploitation is immune from civil or criminal liability. Failure to report can result in a gross misdemeanor charge. Upon conviction, this can mean civil penalties as well as jail time. As a mandated reporter, you are required to report any incident happening any where, at any time – not just something that happened in your program.

It is the legal responsibility of each employee of a licensed provider to report any incident of suspected child abuse or neglect. This is required even if the owner, director, or other staff do not agree that the incident should be reported.

Only Child Protective Services and the police have the authority to investigate allegations of abuse, neglect or exploitation and determine whether or not they are valid. Providers and their employees do not have the legal authority to investigate or determine whether or not a suspected incident of abuse occurred. Doing so could be construed as interfering with an investigation and may result in the investigator's inability to determine what happened, which could consequently place children and adults at further risk of abuse.

**Confidentiality.** Information is to be kept confidential in all cases. Discussion of the matter is allowed only with the program director, staff involved in the incident, or with investigation agencies.

IT IS THE LEGAL  
RESPONSIBILITY OF  
EACH EMPLOYEE OF  
A LICENSED  
PROVIDER TO  
REPORT ANY  
INCIDENT OF  
SUSPECTED CHILD  
ABUSE OR NEGLECT.



<sup>121</sup> Washington State Department of Social and Health Services, Region 4, draft handout entitled Child Abuse Reporting, Rights and Obligations, 1998.

**Reporting Procedures.** Before you call Children's Administration intake, be sure to have the following information in writing:

1. The facts (no interpretations); be specific.
  - If you saw something, describe the incident and the children and/or persons involved.
  - If you heard something, describe what you heard and the children and/or persons involved.
  - If someone told you something, state who told you and what you were told.
2. Name, address, and phone number of the children and/or persons involved.
3. Name, address, and phone number of the program from which you are calling (you may not report anonymously, but you can request confidentiality).

You will be asked questions. You should answer them to the best of your ability.

Write down and keep a record of who you spoke to, what was said, and the day and time you called Children's Administration intake.

You can request assistance from the C/A intake worker on such things as:

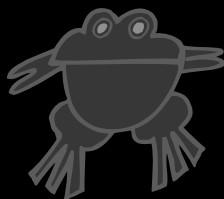
- Will this referral be investigated? Can I be kept informed? Can I be called back?
- Will the licensor be notified of this referral?

You should document in writing the responses you receive to your questions.

If you believe a child or an adult is in danger and the situation is not responded to immediately by CPS, call the police at 911.

Once a report is made and accepted for CPS investigation, DLR/CPS will notify the parents of any child alleged to have been a victim of child abuse or neglect or at risk of child abuse or neglect in the facility.

**YOUR ROLE IS NOT  
TO INVESTIGATE OR  
VERIFY THE  
SITUATION**



### ***Responding to a Child's Disclosure of Abuse or Neglect***<sup>122</sup>

A child may tell you directly and specifically what is going on, or may hint indirectly at a situation. Use your judgment in deciding how much to discuss the situation with the child.

Often a child is willing to reveal the details of an incident only once. It is important that the CPS worker be able to hear this directly from the child. Your role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the child.

<sup>122</sup> Washington State Department of Social & Health Services, Educator s Guide to Child Protective Services (CPS), 1987, p. 4.

Your support to the child is important. In order to do this, note the following recommendations:

- Reassure the child that it is okay to tell what happened.
- Tell the child what to expect. If you don't know, say so, but let the child know she/he can be supported by you.
- Project a calm, understanding and supportive attitude to the child.
- Avoid having the child repeat his explanation to different staff.
- Let the child know that you must tell CPS to get help.
- Reassure the student that it is not her/his fault.
- Respect the child's privacy by not discussing the situation outside your program.
- After reporting, it is important to maintain a supportive presence for the child.



# Chapter 8

## Records, Reporting, and Posting

### **Chapter 8**

*Posting Requirements*  
(WAC 388-151-500)

### *Posting Requirements WAC 388-151-500*

Note: The material in this section supplements and expands upon the information on Posting Requirements on page 254 of the Guidebook.

Posting should be close to the sign-in/sign-out materials and contained in a specific area, such as a bulletin board.

Rules and expectations of the program, including those the children helped develop, should be posted.

You must post the diagram and the plan for emergency exits for all of the exits from the classroom and building.





# Chapter 9

## Resources

### Chapter 9

*Resource List Prepared by:  
Washington School-Age  
Care Alliance*

*Resources for Service Learning*

*Resources Related to the  
Americans with Disabilities  
Act*

*Resources Related to the Use of  
the Internet*

Note: The material in this section supplements and expands upon the information on Resources on pages 255-262 of the Guidebook.

### Relevant NSACA Standards<sup>123</sup>

**Key 25: The program builds links to the community.** The chart below shows the **Standards** in bold text and the *Examples* in italic text.

**Staff provide information about community resources to meet the needs of children and their families.**

Bulletin boards and newsletters contain information about upcoming community events (e.g., free dental screenings, fire-prevention seminars, and parenting classes).

When needed, staff are able to refer families to local agencies (e.g., health clinics, food programs, counseling services, language classes, crisis intervention, etc.).

**The program develops a list of community resources. The staff draw from these resources to expand program offerings.**

Staff ask families for ideas in developing resources that reflect the home language and culture.

Resources are well suited to the needs of children in the program (e.g., health, culture, language, learning styles, etc.).

**The staff plan activities to help children get to know the larger community.**

Children have a chance to attend outings and field trips (e.g., walking tours, parks, museums, performances, and cultural events).

The program hosts visitors and special events from the community.

Children have an opportunity to join local groups and teams (e.g., sports, drama, music).

**The program offers community-service options, especially for older children.**

Children are encouraged to take part in community projects (e.g., recycling, park cleanups, etc.).

Children are able to volunteer for projects that benefit younger children, senior citizens, children's hospitals and local shelters.

<sup>123</sup> Janette Roman (ed.), *The NSACA Standards for Quality School-Age Care*, National School-Age Care Alliance, 1998, p. 49.

## ***Resource List Prepared by: Washington School-Age Care Alliance and Others***

African American Child Care Task Force .....	(206) 386-1148
Asian-Pacific Islander Child Care Task Force .....	(206) 684-1929
Cultural Relevant Anti-Bias Education Leadership Project (CRAB) .....	(206) 296-1362
Crisis Clinic/Community Information Line (King County) .....	(206) 461-3200
Department of Social & Health Services/Office of Child Care Policy .....	(360) 753-0204
Elementary School Principals' Association of Washington .....	(360) 357-7951
Family Child Care Association .....	(206) 467-1552
Family Policy Council (Community Health & Safety Networks) .....	(360) 664-0357
Gay and Lesbian Child Care Task Force .....	(206) 205-6347
Homeless Child Care Task Force .....	(206) 548-9823
Latino Child Care Task Force .....	(206) 386-1020
Office of Superintendent of Public Instruction .....	(360) 586-2263
National Institute on Out-of-School Time – Wellesley College .....	(781) 283-2547
National School-Age Child Care Alliance .....	(317) 283-3817
Resource and Referral Network .....	(206) 383-1735
School-Age Notes .....	(615) 242-8464
School's Out Consortium .....	(206) 461-3602
Seattle Commission on Sexual Minorities .....	(206) 684-4500
Washington Association for the Education of Young Children (WAEYC) .....	(206) 854-2565
Washington PAVE (Parents are Vital in Education) <i>Advocacy for Families with Children with Disabilities</i> .....	(800) 5-PARENT
.....	(800) 572-7368
Washington School-Age Care Alliance (WASACA) .....	(206) 461-3602
Washington State 4-H Office .....	(509) 335-2981
Washington State Department of Health .....	(360) 705-6621
Washington State Legislative Hotline (Bill Room) .....	(800) 562-6000
.....	(360) 786-7573
Washington State University Cooperative Extension .....	(509) 375-9224
Worthy Wages .....	(206) 324-8014

## ***Resources for Service Learning***

National Service-Learning Cooperative Clearinghouse  
University of Minnesota  
1954 Buford Avenue, Room R-290  
St. Paul, MN 55108  
(800) 808-7378

The National Youth Leadership Council  
1910 West County Road B  
St. Paul, MN 55113-1337  
(612) 631-3672

Project Adventure, Inc.  
P.O. Box 100  
Hamilton, MA 01936  
(508) 468-7981

Youth Serve America  
1319 F Street NW, Suite 900  
Washington, D.C. 20004  
(202) 783-8855

Learn and Serve America Corporation for National Service  
1201 New York Avenue, N.W.  
Washington, D.C. 20525  
(202) 606-5000  
<<http://www.learnandserve.org>>

## ***Resources Related to the Americans with Disabilities Act***

- Through a grant from the Department of Justice, The Arc published All Kids Count: Child Care and the ADA, which addresses the ADA's obligations of child care providers. Copies are available for a nominal fee by calling The Arc's National Headquarters in Arlington, Texas: **(800) 433-5255 (voice)**, **(800) 855-1155 (TDD)**
- Under a grant provided by the Department of Justice, Eastern Washington University (EWU) produced eight 5-7 minute videotapes and eight accompanying booklets on the ADA and child care providers. The videos cover

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## RESOURCES

different ADA issues related to child care and can be purchased as a set or individually by contacting the EWU at: **(509) 623-4246 (voice), TDD: use relay service**

- The **Department of Justice** operates an ADA Information Line. Information Specialists are available to answer general and technical questions during business hours on the weekdays. The Information Line also provides 24-hour automated service for ordering ADA materials and an automatic fax back system that delivers technical assistance materials to fax machines or modems. **(800) 514-0301 (voice), (800) 514-0383 (TDD).**
- The ADA's home page, which is updated frequently, contains the Department of Justices' regulations and technical assistance materials, as well as press releases on ADA cases and other issues. Several settlement agreements with childcare centers are also available on the home page:  
[www.usdoj.gov/crt/ada/adahoml.htm](http://www.usdoj.gov/crt/ada/adahoml.htm)

### ***Resources Related to Use of the Internet***

A Parent's Guide to the Internet, prepared by the U.S. Department of Education

Available by calling 1-(800)-USA-LEARN or on the Web at:  
<<http://www.ed.gov/pubs/parents/internet>>

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# Chapter 10

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## Index

### A

---

Access to Children  
40

Accident  
142, 149

Activities  
14, 19, 23-25, 29, 30, 32, 33, 35,  
36, 40-42, 44-50, 52-54, 56-58,  
62, 64, 65, 68, 70, 71, 74, 77-80,  
82-87, 92-94, 97, 99, 100, 103-  
105, 107, 109, 110, 113, 118,  
119, 124, 129, 131-134, 146,  
147, 149-152, 160

Admission  
36

Age  
41, 42, 45, 46-53, 55, 57, 68, 70-  
72, 85, 87, 89, 92, 95, 103, 104,  
127, 128, 132, 157

Age Appropriate  
45, 56, 72, 92

Age Range  
41, 70, 85

Alcohol  
52

Allergies  
92

Art  
30, 40, 44, 46, 50, 53, 69, 73, 74,  
76, 77, 85, 99, 110, 148, 151,  
155, 157, 161

Atmosphere  
138, 157

### B

---

Bags  
65, 67

Bathroom  
23, 24, 47, 142

Behavior Management  
96, 113, 118, 130

Best Practice  
12, 14, 128, 131, 132, 135

Breakfast  
23, 26

### C

---

Capacity  
107

Child Abuse  
132, 163, 164

Child Care Resource and Referral  
98

Child Protective Services  
163

Children with Special Needs  
91, 128, 130, 157

Choices  
23, 28, 29, 54, 74, 97, 105, 109,  
138, 158

Complaint  
163

Conflict Resolution  
100, 108, 114, 115, 120, 132

Conviction  
163

CPR  
35, 38

CPS  
164, 165

Creativity  
41, 44, 47, 50, 64, 72, 74, 80, 85,  
97, 134

Criminal History and Background  
Inquiry  
37

Cubbies  
159

### D

---

Definition  
11, 81, 82, 92, 96, 110, 121

Department of Health  
15, 150

Department of Social and Health  
Services (DSHS)  
11, 15, 92

Developmentally Appropriate  
41, 70, 81

Director  
85, 97, 98, 124, 131, 132, 161,  
163

Discipline  
53, 82, 113, 114, 118

Discrimination  
86, 92, 94, 103

Driver  
37, 149

Drug  
52

---

## INDEX

### E

---

#### Education

15, 54, 90, 96, 98, 107, 133

#### Emergencies

38, 40, 128, 142, 167

#### Emotional Development

44, 89

#### Enrollment

53, 93, 94

#### Equipment

35, 37, 38, 49, 54, 57, 58, 66, 70-76, 99, 106, 128, 132, 141, 143-148, 150-152, 158-161

#### Evacuation

129

#### Exit

144, 150, 167

#### Experience

29, 50-52, 55, 78, 87, 89, 90, 107, 110, 111, 122, 127, 133, 134, 147, 149, 157

### F

---

#### Feeding

138

#### Fees

36, 54, 92

#### Fence

145

#### Field Trip

25, 35-40, 56, 104, 120, 123, 137

#### Fire Extinguisher

144

#### First Aid Supplies

38, 39

#### First Aid Training

35, 38, 132

#### Flashlight

68

#### Food

65, 67, 68, 78, 104, 108, 113, 137, 138

### G

---

#### Group Size

128, 129

### H

---

#### Handwashing

162

#### Handwashing Sinks

161, 162

#### Hazard

141, 142, 150

#### Health

14, 15, 66, 93, 120, 132, 137, 147

#### Health Care Plan

129

#### HIV/AIDS

92, 94

### I

---

#### Illness

114, 124

#### Independence

22, 80, 84

#### Insurance

37, 133

#### Investigation

163, 164

### K

---

#### Kitchen

73, 77

### L

---

#### Labels

99, 123

#### Language

41, 43, 49, 56, 77, 78, 80, 82, 86, 89, 99, 104, 109, 110, 115, 119, 124, 157

#### Large and Small Motor

146

#### Library

120, 124

#### Licensing

11, 17, 163

#### Licensors

11, 15

#### Limitation

69, 129

#### Locks

159

#### Lunch

26, 36, 39, 78

---

## M

Maintenance  
141, 147

Materials (Learning and Play)  
30, 31, 35, 36, 40, 46, 51, 54, 56,  
64, 66, 70-73, 75-78, 81

Medical Emergency  
128

Medication  
96

---

## N

Noise Level  
129, 151

Nondiscrimination  
94

Nurturing  
79, 80

Nutrition  
14, 120, 132, 137

---

## O

Off-Site Trip  
35

Orientation  
37, 83, 85, 130, 131

Outdoor Play  
146, 147, 150

Outdoor Play Area  
146

---

## P

Paint  
25, 51, 65, 66, 70, 73, 77, 145,  
148

Parent Communications  
119

Personnel Policies  
131

Pets  
55

Phone  
38, 39, 54, 129, 163, 164

Physical and Health Needs  
130

Physical Development  
42, 43

Physical Restraint  
117, 118

Play Equipment  
145, 146, 150

Play Materials  
70

Posting  
167

Program Plan  
45

Program Supervisor  
131, 132, 163

---

## Q

Qualifications  
127-129

Quiet Activities  
40

---

## R

Records  
73, 76, 93, 133, 167

References  
173-175

Reporting  
163-165, 167

Resource and Referral  
98, 169-175

Revised Code of Washington  
(RCW)  
163

Reward  
35

Routine  
22-24, 38, 47, 95, 96, 99, 131,  
158

---

## S

Safety  
14, 37-39, 56, 57, 71, 75, 118,  
132, 141-143, 145, 147-150

School-Age Children  
11, 13, 14, 29, 39, 42, 46, 48, 55,  
66, 68, 86, 88, 89, 91, 96, 104,  
109, 124, 127, 132, 134, 138,  
142, 157

Seat Belt  
37, 38

---

## INDEX

Self-Esteem  
43-45, 51, 52, 79-81, 131

Smoke Detector  
108, 144

Snack  
23, 30, 36, 39, 48, 53, 102, 103,  
123, 132, 137, 139

Soap  
162

Space  
13, 14, 29, 31-33, 43, 57, 66, 74,  
76, 77, 122, 123, 129-131, 141,  
146-152, 157, 158, 160, 161

Special Events  
120

Staff Development  
130

Staff-Child Interactions  
79, 86, 99, 105, 108

Staff-Child Ratio  
128, 130

Storage  
66, 143, 146, 148, 151, 158-161

Stress  
31, 56, 90, 91, 118, 121, 123

Swimming  
147

---

## T

Television  
53

Toilets  
161, 162

Towel  
67, 68

Training  
13, 15, 30, 35, 37, 38, 92, 98,  
121, 130-134

Transitions  
124, 133

Transportation  
35, 37, 38, 40, 65, 73

---

## U

Urinal  
162

---

## V

Vehicle  
37-39, 68, 149

Volunteer  
30, 37-39, 57, 59, 116, 128, 130,  
158

---

## W

WAC (Washington Administrative  
Code)  
11, 14, 15, 17, 22, 35, 37, 40, 70,  
79, 113, 117, 127, 128, 130, 141,  
146, 150, 161, 163, 167

Waiver  
129

Water Safety  
137, 143

Water Supply  
59, 137, 147, 151, 162



